

**THE INFLUENCE OF USING TEACHER WRITTEN AND ORAL
FEEDBACK TOWARDS STUDENTS' DESCRIPTIVE
WRITING ABILITY AT THE EIGHTH GRADE
OF MTsN 2 BANDAR LAMPUNG
IN 2018/2019 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

**RIANI FANIYANTI
NPM: 1511040319**

Study Program : English Education
Advisor : Bambang Irfani, M.Pd
Co-Advisor : M. Sayid Wijaya, M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

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THE INFLUENCE OF USING TEACHER WRITTEN AND ORAL FEEDBACK TOWARDS STUDENTS' DESCRIPTIVE WRITING ABILITY

Most of the students faced difficulty in putting the ideas, lacking of vocabulary and grammar. In addition, the students were confused to know their errors and they did not know the meaning of the teacher's feedback because they did not get more explanation. Some techniques were needed by teacher to overcome the problem. One of techniques to correct students' writing was teacher written and oral feedback. The objective of this research was to find out whether there was the influence of using teacher written and oral feedback towards students' descriptive writing ability.

Pre-test and post-test design to a quasi experimental design was used because the subjects were not randomly assigned to the treatments group. The population was the students at excellent classes of the eighth grade that consisted of 70 students. Because of there were two excellent classes, both of class were taken as the sample. The instrument in the form of writing test there were pre-test and post-test were used to collect the data. Pre-test was conducted to measure students' descriptive writing ability before treatment and post-test was conducted to find out students' descriptive writing ability after the treatment. The data was analyzed by using SPSS.

After giving the post-test, the data was analyzed by using independent sample t-test. It was found out that result of Sig (P value) = 0.041 < α = 0.05. In conclusion, H_0 was rejected and H_a was accepted. Therefore, there was influence of using teacher written and oral feedback towards students' descriptive writing ability.

Keywords: *Descriptive Text, Teacher Written and Oral Feedback, Students' Writing Ability, Quasi Experimental Design.*



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmih Sukarame Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING TEACHER WRITTEN AND ORAL FEEDBACK TOWARD STUDENTS' DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTsN 2 BANDAR LAMPUNG IN 2018/2019 ACADEMIC YEAR**, By: **RIANI FANIYANTI, NPM: 1511040319**, Study Program: English Education, was tested and defended in final examination session held on: Tuesday, August 20th, 2019.

Board of Examiners:

Chairperson : Iwan Kurniawan, M. Pd

The Secretary : Sri Suci Suryawati, M. Pd

The Primary Examiner : Satria Adi Pradana, M. Pd

The First Co- Examiner : Bambang Irfani, M. Pd

The Second Co- Examiner : M. Sayid Wijaya, M. Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. NURVA DIANA, M. Pd
NIP. 19640828 198803 2 002



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung, Telp. (0721)703260

APPROVAL

Title : THE INFLUENCE OF USING TEACHER WRITTEN
AND ORAL FEEDBACK TOWARDS STUDENTS'
DESCRIPTIVE WRITING ABILITY AT THE EIGHTH
GRADE OF MTsN 2 BANDAR LAMPUNG IN 2018/2019
ACADEMIC YEAR

Student's Name : RIANI FANIYANTI
Student's Number : 1511040319
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty


APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
The State Islamic University of Raden Intan Lampung

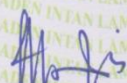
Advisor


BAMBANG IRFANI, M. Pd
NIP: 19730517 200604 1 001

Co-Advisor


M. SAYID WIJAYA, M. Pd
NIP: 19880317 201503 1 006

The Chairperson of
English Education Study Program


MEISURI, M. Pd
NIP: 19800515 200312 2 004

DECLARATION

Hereby, I stated this thesis entitled “The Influence of Using Teacher Written and Oral Feedback towards Students’ Descriptive Writing Ability at the Eighth Grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 2019
Declared by,

Riani Faniyanti
NPM. 1511040319

MOTTO

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَاحَ ۚ وَفِي نُسْخَتِهَا هُدًى
وَرَحْمَةٌ لِلَّذِينَ هُمْ لِرَبِّهِمْ يَرْهَبُونَ

Then, when the anger of Moses abated, he took up the tablets, and in their inscription there was guidance and mercy for all those who fear their Lord. (QS: Al- A'raf :154)¹

¹Meeftha, “Surah Al-A’raf (The Heights) Terjemah Bahasa Inggris” (On-line), Available in: <https://ayatalquran.net/2015/01/surah-al-araf-the-heights-terjemah-bahasa-inggris/> accessed on December June 2th, 2019 at 10.14

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Aang Heriyanto and Ms. Ayusnawati who always pray for me, give me motivation, support my study, and advice me wisely.
2. My beloved brother, sister, brother in-law and sister in-law. They are Marten Yosep, A.Md, Selvia Anggraeni, A.Md.kep, Yudi kusmaryanto,S.Pd and Ira Nurrahmah, S.Pd who always give me motivation for my success.
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4. My beloved friends who always support me, all members of English Education E 2015, UKM Bahasa, and Baitus Sakinah Kost.
5. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Riani Faniyanti was born in Palas on January 2nd, 1997. She is the last child of three children of Mr. Aang Heriyanto and Ms. Ayusnawati. She has one brother his name is Marten Yosep, A.Md and one sister her name is Selvia Anggraeni, A.Md.Kep.

She began her study at elementary school of SD Negeri 1 Sukapura in 2003. She graduated from elementary school in 2009. Then, she continued at Junior High School of SMP Negeri 2 Sragi in 2009. After graduating from Junior High School in 2012, she continued again her study at Senior High School of SMA Negeri 1 Palas in 2012. In 2015, she graduated from Senior High School. Furthermore, in the same year, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2019
The Researcher,

Riani Faniyanti
NPM. 1511040319

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CHAPTER I INTRODUCTION

A. Background of the Problem

Every country has their own language that is used by people who live there, and every country has different language. From those, we need a language that can be used in many countries. Harmer said that English is a lingua franca. He gave more explanation that it is a language widely for communication between people who do not share the same first (or even second) language.¹ It means that English is one of languages which has an important role in this world. English also is one of international languages that relate between English and non English speaking countries.

In Indonesia, English is taught from Junior High School until University. By giving this subject, it is hoped that it will help Indonesian students to master English. Harmer said that the skill in English is divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.² Hence, to master English, there are four skills that should be developed, they are listening, speaking, reading, and writing.

Among the other skills, writing is the most complex skill to be learnt. Raimes said that writing is a skill in which we express ideas, feelings, and thought that are

¹Jeremy Harmer, *The Practice of English Language Teaching (4th Ed)*, (Edinburgh Gate: Pearson Education Limited, 2007), p. 1.

²*Ibid.*, p. 265.

arranged in words, sentence and paragraph by using eyes, brain, and hand.³ Consequently, writing is a way to convey someone's ideas, feeling, and thoughts. Someone will use her/his brain to produce idea, hand to write, and eyes to look at the result of writing. Consequently, writing is very important to teach because when the students learn about writing they can know how to convey ideas and thought in written form to the reader clearly.

For the learners, writing is the most difficult skill to be learnt and to be mastered because writing is an activity which cannot be separated from process and product. In writing, the learners are encouraged to find ideas, express their feeling, and put them all into writing as a product. Brown stated that the process of writing consist of different set of competencies, such as the result of thinking, drafting, and revising procedures that the writer can not develop the skills naturally.⁴ Hence in making good writing the students must follow some steps in process of writing.

Richards and Renandya stated that there is no doubt that writing is the most difficult skill for learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.⁵ In making writing product the students need more effort to do writing process, because they are encouraged to create some ideas in writing form. Either, the meaning in their writing should be understood by the readers.

³Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p.3

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy(4th Ed)*, (California: Pearson Education, 2000), p. 335

⁵Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 303.

According to basic competence in the second grade student, in learning writing English subject, students are encouraged to achieve and to have an ability to develop and to produce written simple functional text in the descriptive text, recount text, and narrative text. Descriptive text is one of the functional texts which is quite difficult to be learnt by the learners. Descriptive text is a text that describes the features of someone, something, or a certain place.⁶ Hence, in making descriptive text, students are asked to describe something around them. The students also can choose the topic in writing descriptive text. It can be person, animal, thing, or place. However in this case, the objects that should be focused are person and animal. It is based on the syllabus of the eighth grade and also time availability.

Those difficulties also happened in students of MTsN 2 Bandar Lampung. It was proven by preliminary research that was done in MTsN 2 Bandar Lampung. In preliminary research the students were given questionnaire. From the questionnaire, the students at excellent class of the eighth grade still had problems in learning English especially in descriptive writing. They faced difficulty in putting the ideas accordance with generic structures of descriptive writing, and they were lack of vocabulary and grammar. Another problem based on the preliminary research, they stated that they were less interesting to the teacher's way in correcting their writing. It

⁶Artono Wardiman, *et. al. English in Focus, for grade VII Junior high school (SMP/MTs)*, (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 115

is because the teacher just corrected their grammar without give them more explanation. So, they were confused to improve their writing.⁷

The English teachers of the excellent class of the eighth grade of MTsN 2 Bandar Lampung (Mr. Sunarto, M.Pd. and Mrs. Yulianti, S.Pd.) also were interviewed. They said that the students still had problems in learning English especially writing. The principle problems that students faced were lack of vocabulary and grammar. They also faced difficulties in putting their ideas accordance with the generic structures of descriptive text. So, the students' writing was not good enough.⁸ The teacher also shown the students' score. The scores were taken by the teacher in daily assessment of descriptive text. The teacher also said that there were many students' who got low score. Some of them got score above Minimum Competence Criterion (MCC) and the others got score under Minimum Competence Criterion (MCC). The Minimum Competence Criterion (MCC) for excellent class of the eighth grade was 80. Based on the test score from 70 students, those were 28 (40%) students who could achieve a Minimum Competence Criteria and 42 (60%) students got score under criteria.

Based on the data of preliminary research, another problem that caused students' descriptive writing ability was still low because the teacher did not use appropriate technique in correcting students writing so that they faced difficulties to improve their descriptive writing ability. It was because the teacher only gave circle to certain

⁷The result of Questionnaires from the students of the excellent eighth grade of MTsN 2 Bandar Lampung, on Friday, March 1st, 2019, Unpublished

⁸Sunarto and Yulianti, *English Teacher*, at MTs N 2 Bandar Lampung, on Friday, March 1st, 2019. *An Interview*, Unpublished

errors of vocabulary and grammar, and wrote the right one, and the end of writing the teacher just gave suggestion like “You should study hard!” and “Do not give up!”. As stated before the students not only faced difficulties in using grammar and vocabulary but also they faced difficulties in the content of their writing. Therefore, to help students to overcome their problem, the students’ writing was corrected by using teacher written and oral feedback that focus on both content and grammar.

To result good writing the students should do some steps, it supported by Harmer said that the students do it in some stages that are called the writing process. They are planning, drafting, editing/revising, and final revision.⁹ To do it and to have good writing, the students need to motivate, show the mistakes, and tell them what they should do.

To motivate, show the mistakes, and tell what they should do the teacher can give them feedback because feedback can help them to develop their writing. Like Magno and Amarles said that feedback plays a central role in developing writing proficiency among second language learners.¹⁰ Brookhart also said that good feedback gives students information they need so they can understand where they are in their learning and what to do next-the cognitive factor. Once they have control over their own learning-the motivational factor.¹¹ Hence, feedback helps students to know what

⁹Jeremy Harmer, *How to Teach Writing (6th Ed)*, (Edinburgh Gate: Pearson Education Limited, 2007), p.5

¹⁰Carlo Magno and Arceli M. Amarles, “Teachers’ Feedback in Second Language Academic Writing Classrooms”. *The International Journal of Educational and Psychology Assessment*, Vol.6 No. 4, January 2011, p.21

¹¹Susan M. Brookhart, *How to Give Effective Feedback to Your Students*, (Alexandria: Association of Supervision and Curriculum Development 2008), p.2

should they do in the next writing and it gives motivation to students in producing better writing.

Teacher written and oral feedback is used to help students to improve their writing by giving some information about their mistakes. Carlo and Amarles stated that feedback is provided to ask for further information, to give direction, suggestions, or request for revision, to give students new information that will help them revise, and to give positive feedback about what the students have done well.¹² It means that feedback can help students to get better writing because students know their writing, so they can learn for making better writing.

Teacher written and oral feedback actually is a combination technique. As Bitchener found direct oral feedback combined with direct written feedback proved to be more beneficial than direct written feedback alone.¹³ In receiving written feedback only, sometimes the students do not understand what their teacher has written on their writing, so the students need more explanation from the teacher. It is good idea if written feedback combines with oral feedback. It is because oral feedback can give more explanation and clarification for written feedback.

Based on previous research by Kazemifar and Chakigar on Iranian EFL Learners' grammar improvement in writing tasks, found that oral feedback is beneficial to

¹²Carlo Magno and Arceli M. Amarles, *Loc. Cit*

¹³John Bitchener, "The Effect of Different Types of Corrective Feedback in ESL Student Writing". *Journal of Second Language Writing*, Vol 14, 2005, p. 201

enhancing learners' writing ability.¹⁴ In addition, previous research by Bitchener about the effect of different types of corrective feedback on ESL student writing, he found that a significant effect for the combination of written feedback and student-researcher 5 minutes individual conference on accuracy levels in the use of the past simple tense and the definite article in new pieces of writing.¹⁵ It means that written feedback combined with oral feedback more beneficial than only written feedback in helping the students in process of writing.

Based on the explanations, there are differences between the previous research and present research. The first research was conducted to know the impact of two types feedback (oral and written) and it focused on grammar improvement in writing task. The second research was conducted to know the effect for the combination of written feedback and student-researcher 5 minutes individual conference and it also focused on grammar in new pieces of writing. Whereas, the present research was conducted to know the influence of using combination of teacher written and oral feedback on students' descriptive writing ability. In this present research, the feedback that is given is indirect feedback and also the oral feedback was given in a group of students based on their similarities of mistakes.

Based on those statements, the title that was conducted in this research is "The Influence of Using Teacher Written and Oral Feedback towards Students' Descriptive

¹⁴Danial Kazemifar and Parviz Chakigar, "The Effect of Oral Feedback and Written Feedback on Iranian EFL Learners' Grammar Improvement in Writing Tasks". *Journal of Language Sciences & Language*, Vol. 4, 2016

¹⁵Jhon Bitchener, *Op.Cit.*

Writing Ability at the Eighth Grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year”

B. Identification of the Problem

From the explanation above, such problems experienced by students in writing could be identified as follows:

1. The students faced difficulties in putting the ideas accordance with generic structures of descriptive writing.
2. The students were lack of vocabulary and grammar.
3. The students were confused to know their errors and they did not know the meaning of the teacher’s feedback
4. The students did not get more explanation about their errors from their teacher.

C. Limitation of the Problem

From the identification of the problem, this research was focused on the use of teacher written and oral feedback to correct students’ descriptive writing especially in description of people (idol) and animals (pets) at the excellent class of the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year.

D. Formulation of the Problem

Based on identification and limitation of the problem, the formulation of the problem is as follow: “Is there any significant influence of using teacher written and

oral feedback towards students' descriptive writing ability at the excellent class of the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year?"

E. Objective of the Research

Related to the problem formulation, the objective was to find out whether there is a significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the excellent class of the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year or not.

F. Significance of the Research

This research is hopeful expected to be used:

1. Theoretically

The result of the research gives references for other researchers who will conduct the same object with different perspective

2. Practically

The advantages of this research are for the English teacher and students. It may inform English teacher that teacher written and oral feedback can be applied as a good way to comprehend and to learn in teaching writing especially in descriptive writing.

a. For the students

By using teacher written and oral feedback, the students know their strengths and weakness in writing, and encourage them to improve their writing ability.

b. For the Teacher

The teacher gets valuable information about an alternative technique to improve the students writing ability, especially with the use of teacher written and oral feedback

G. Scope of the Research

1) Subject of the Research

The subject was the students at the excellent class of the eighth grade of MTsN 2 Bandar Lampung.

2) Object of the Research

The object was students' descriptive writing ability and the use of teacher written and oral feedback.

3) Place of the Research

The research was conducted at MTsN 2 Bandar Lampung.

4) Time of the Research

The research was conducted at the second semester of excellent class of the eighth grade in 2018/2019 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

In Chapter one, has been given the explanation about the background of the problem, the limitation of the problem, the objective of the research until the scope of the research.

A. Frame of Theory

The explanation of the related theories about writing that consist of concept of writing, process of writing, teaching writing and writing ability are given in this chapter. Beside it, the explanation about text and descriptive text that include definition of text, definition of descriptive text, generic structures of descriptive text, lexicogrammatical of descriptive text, and examples of descriptive text, followed by feedback and teacher written and oral feedback that includes definition of feedback, definition of teacher written and oral feedback, until the advantages and disadvantages of teacher written and oral feedback, and the last is hypothesis also be given in this chapter.

1. Concept of Writing

Writing is one of four skills that should be mastered by students. Writing is also an important skill to be learnt by the students. Hyland said that writing is a way of sharing personal meanings and writing course emphasize the power of individual to construct his or her views on topic.¹ Consequently, writing is used to

¹Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.9

express and share someone meanings in which he/she is encouraged to organize their ideas into written text.

Writing is a process of communication to deliver information through letters, words, and sentences. Byrne said that writing is procedure a sequence of sentences may be very short perhaps only two or three sentences have been putting in order and linked together, they form a coherent whole.² It means that writing is the sequences of the words that is arranged systematically in order to give information to the reader. In giving information through written form the students should arrange the words systematically in accordance with the rules of English patterns.

In delivering information or opinion in written form, it must follow the steps. Brown said that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into languages.³ Hence, writing is not the instant process. The students must follow the steps. In writing the students is encouraged to find and collect the ideas of topics then they convey it through written form.

Based on the theories, it can be concluded that writing is a process of delivering information or opinions in written form from the writer to the reader. Writing contains of letters, words, sentences that are arranged systematically so that it has meaning.

²Donn Byrne, *Teaching Writing Skills (New Edition)*, (London: Longman, 1993), p.1

³H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy(4th Ed)*, (California: Pearson Education, 2000), p. 336

2. Concept of Process of Writing

In doing writing activity, it needs some processes and times. Almargot stated that the processes of writing activity are particularly long and progressive.⁴ It means that writing activity takes a long time and do not stop at one step. It must pass several steps to create written work. Therefore, writing is not instant activity, but it needs some processes that must be done by the writer.

Harmer stated that there are some processes of writing, they are:

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

c. Editing (reflecting and revising)

Once writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

⁴Dennis Almargot, *the Models of Writing*, (Amsterdam: Springer Netherlands, 2001), p.185

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁵

Based on the explanation, the researcher concludes that there are many steps related in process of writing, so it is never enough in one step action to make a good written text.

3. Concept of Teaching Writing

Writing is one of language skills in communication. Teaching writing to students is important as the other language skills. As harmer says, “writing as the basic language skill that must be taught”.⁶ Consequently, teaching writing is essential skill taught in the school. The teacher must be balance on the product or on the process of writing in teaching writing. Brown said that in the process teaching of writing, the teacher must be balance between writing process and writing product. Writing process does most of the following:

- a. Focus on the process of writing that leads to the final written product;
- b. Help students to understand their own composing process;
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let students discover what they want to say as they write;

⁵Jeremy Harmer, *How To Teach Writing (6th Ed)*, (Edinburgh: Pearson Education Limited, 2007), pp. 4-5

⁶Jeremy Harmer, *How To Teach English (2nd Ed)*, (Edinburgh: Pearson Education Limited, 2007), p.112

- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback from both the instructor and peers;
- i. Include individual conferences between teacher and students during the process of composition.⁷

It can be concluded that in teaching writing, the students must follow the writing process to create their product in written work. In this case the teacher will lead them to organize their idea by several stages.

4. Concept of Writing Ability

Writing is described as difficult skill because there are some aspects include in written work. In writing, the writer not only focuses in expressing idea but also the writer must understand about language aspects. Raimes said that writing also reinforces the grammatical structures, idioms, and vocabulary.⁸ Thus, writing is the ability to express idea that writer will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Writing is not a short activity. It needs some processes to create written work. Yi said that writing ability as the ability to initiate and involve ideas then use certain revising and editing practices to develop them maturity in a given context.⁹ Hence, writing is a process in which the students are encouraged to have ability for initiating and involving their ideas then revise and edit their written work.

⁷H. Douglas Brown, *Op. Cit.* pp. 335-336

⁸Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p. 3

⁹Jyi-Yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, Vo. 13, No. 1, 2009, p. 60

From those theories it can be concluded that the students should pay attention on their writing ability if they want to produce good written work. To know students' writing ability, the teacher should make a decision what kind of aspect or indicator that will be used to measure and evaluate students' writing ability. In this case, the Tribble scale assessment was used to measure and evaluate students' writing ability. There are five aspects to measure writing proposed by Tribble as follows:

a. Content

Content is about the ideas that is used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not, and whether the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students organize their ideas. It is related to coherence and cohesion.

c. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

d. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns, and preposition.

e. Mechanics

This aspect is related to use spelling, punctuation, capitalization, and layout.¹⁰

(For more detail, it can be seen in Appendix 13)

5. Concept of text

a. Definition of Text

In general there are two kinds of text. As Siahaan and Shinoda said that a text is a meaningful linguistic unit in a context, it is both a spoken text and a written text.¹¹ A text is a unit of some words including a meaning that can be convey orally or written. Thus, a text is a structure of words that are arranged to be a meaningful unit that can be delivered in spoken or written.

Hyland said that text have a structure, they are orderly arrangements of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meaning.¹² It means that people can present their meaning in a text. A text is organized by words, clauses, and sentences which follow grammatical rules to be a full text that has meaning. Furthermore, based on Knap and Watgins statement, “text is organized as a cohesive units that is used as the language communication

¹⁰Christopher Tribble, *Language Teaching Writing* (New York:Oxford University Press, 1996), p.130.

¹¹Sanggam Siahaan and Kisno shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.1

¹²Ken Hyland, *Teaching and Researching Writing (2nd. ED)*, (Edinburgh Gate: Pearson, 2009), p.8

system.”¹³ Consequently, a text is used as the language communication system that is organized by words, clauses, and sentences following grammatical rules.

Based on those explanations, it can be concluded that a text is a meaningful linguistic units in spoken or written form that is organized by following grammatical rules and structure, so the reader can understand the meaning of the text.

b. Types of Text

In English, there are several types of text that should be mastered by the students. Gerot and Wignel classify the genre into thirteen types. They are

1) Spoof

Spoof is a text to retell an event with a humorous twist.

2) Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3) Report

Report is a text to describe the way things are, with reference to a range of natural, handmade and social phenomena in our environment.

4) Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

¹³Peter Knap and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sidney: University of New South Wales Press Ltd, 2005), p.29

5) News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6) Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7) Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8) Procedure

Procedure is text to explain how something is accomplished through a sequence or steps.

9) Description

Description is a text to describe a particular person, place or thing.

10) Hortatory Exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not be the case.

11) Explanation

Explanation text is a text to explain the processes involved the formation or workings of natural or socio-cultural phenomena.

12) Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13) Review

Review is a text to critique an art work or event for a public audience¹⁴.

Hence, there are many kinds of text in English that should be learnt by the students in teaching and learning English. The explanation about descriptive text will be explained more as the form of investigation because this kind of text is one of subject that must be learnt by the eighth grade students of junior high school.

6. Concept of Descriptive Text

a. Definition of Descriptive Text

In our daily life, we might often describe something around us. In general, we often use descriptive text to describe something. As Sanggam and Siahaan stated that descriptive is a written English text in which the writer describes an object. It can be a person, or an animal, or a tree, or a house, or a camping. It can be about any topic.¹⁵ In describing an object, we present our thought on how something looks, sounds, and tastes. As Kane said that description is about sensory experience how something looks, sounds, and tastes.¹⁶ It means that descriptive text is a text that describe about an object appearance.

In describing an object, the writer/speaker should give the detail description in a form of concrete and specific. As Oshima and Hogue stated

¹⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 152-171.

¹⁵Sanggam Siahaan and Kisno shinoda, *Op. Cit.*, p. 89

¹⁶Thomas S. Kane, *Essential Guide to Writing*, (New York, Oxford University Press, 2000), p. 6

that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁷ It means that in describing an object it must describe about the factual, details, and specific description of an object, so the reader can see in their mind the object being described.

In short, descriptive text is a text that describe the characteristic of people, places, animals, or things on how its look, sound and taste with details, factual, and specific description. However, the objects to be focused are people and animals. It is because based on the syllabus and time availability of the eighth grade.

b. Generic Structure of Descriptive Text

Like another genre, in descriptive text the students learn about social function, generic structure, and language features. Every genre has its own generic structures. Paltridge explained that generic structure describes a structure of text based on pattern of rhetorical organization.¹⁸ It can be said that generic structure is used to construct a text based on the purpose of the text.

Descriptive text consists of two generic structures they are identification and description. Wardiman gives explanation about the two generic structures as follow:

¹⁷Alice Oshima and Ann Hogue, *Introduction to Academic Writing (3rd Edition)*, (New York: Pearson Education, Inc, 2007), p.61

¹⁸Brian Paltridge, "Genre, Text Type, and The language Learning Classroom", *Journal of English Language Teaching*, Vol. 50 no.3, 1996, p. 241

1) Identification

Identification identifies phenomenon to be described. It is the general statement that introduces subject to describe. It is usual in the first paragraph or in the first sentences. It can also give the readers brief explanation about when, where, who or what of the subject.

2) Description

Description is the more explanation of the object. It describes parts, qualities, and characteristics.¹⁹

Based on the explanation, it can be concluded that there are two generic structures that must be followed in making good descriptive text, those are identification and description.

c. Lexicogrammatical Features of Descriptive Text

The last aspect of descriptive text is lexicogrammatical features. It is very important in making descriptive text. Pardiyono stated that it often performs with present tense, but not all. The student must know well about it in using conjunction, punctuation, and capitalization properly.²⁰ Gerot and Wignell also added that descriptive text usually include the lexicogrammatical features such as; focus on specific participants, use of attributive and identifying processes, frequent use of epithet and classifiers in nominal groups, use of simple present tense.²¹

¹⁹Artono Wardiman, *et. al. English in Focus, for grade VII Junior high school (SMP/MTs)*, (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), p. 121

²⁰Pardiyono, *Pasti Bisa Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p.34

²¹Linda Gerot and Peter Wignell, *Op.Cit.*, p.165

Thus, to make a good descriptive text, the writer should pay attention to the lexicogrammatical features. Not only in using the present tense but also in other aspects. For instance the use of Epithet and Classifiers in nominal groups, it is necessary to describe the characteristic of the object and also the use of conjunction, punctuation, and capitalization should be considered by the writer.

d. Examples of Descriptive Text

My Beloved Mother

Identification: Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

Description: My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

<https://www.quipper.com/id/blog/un/bahasa-inggris-un-sma/contoh-descriptive-text-lengkap-dengan-struktur-dan-fungsi/>

7. Concept of Descriptive Writing Ability

Descriptive text is a text that describes about particular person, place, or thing. As mentioned in previous point by Sanggam and Siahaan, “descriptive is a written English text in which the writer describes an object. It can be a person, or

an animal, or a tree, or a house, or a camping. It can be about any topic.”²² However, as stated in previous point, the objects of descriptive text that should be focused in this research are about people and animal. Hence the students must be creative to make a good description about people and animal.

In writing descriptive text, the students express the idea or topic of the text by focuses on the generic structure of descriptive text that explained before. In the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic).

Based on the explanation above, it can be concluded that descriptive writing ability means an ability to produce a text, which describes briefly a certain kind of objects such as a person or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

8. Concept of Feedback

a. Definition of Feedback

Hattie and Timperley said that feedback is conceptualized as information provided by an agent such as teacher, peer, book, parent, self, and experience, regarding aspects of one's performance or understanding.²³ Hence, feedback is information that is given by agents after they read or see someone's performance. Ur in Srichanyachon added that feedback is as information that is given to the learner about his/her performance of the learning task, usually

²²Sanggam and Siahaan, *Loc. Cit.*

²³John Hattie and Hellen Timperley, "The Power of Feedback", *Review of Educational Research*, vol 77, No. 1, March 2007, p. 81

with the objective of improving their performance.²⁴ Thus, feedback is given to the students for telling their task and sometimes is given for helping students in improving their performance.

Feedback gives the students direction about their next writing. Raihany stated that feedback is any kinds of information that students need on what they do, how to improve and they need to act on this.²⁵ Consequently, after the students receive feedback they will know what is their need and what should they do on their written work. Keh added that feedback as any input from readers to writers that provides information for revision.²⁶ Thus feedback is information from the teacher that explain about students' do after the teacher check their writing, so they can revise their mistakes on their written work.

Sadler in Hattie and Timperley said that feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood.²⁷ Consequently, feedback has to contain information about the goal of learning that students should achieve, so the students' understanding and the goals will match.

²⁴Napaporn Srichanyachon, *Teacher Written Feedback for L2 Learners' Writing Development*, Journal of Social Sciences, Humanities, and Arts, Vol. 12, June 14th, 2012, p. 8

²⁵Afifah Raihany, "The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process", *Journal Tadris Bahasa Inggris STAIN Pamekasan*, Vol 1, Mei 9th, 2014, pp. 101-102

²⁶Claudia L. Keh, "Feedback in the Writing Process: A model and Methods for Implementation", *ELT Journal Volume 44/4 Oxford University Press*, 1990, p. 294.

²⁷John Hattie and Timperley, *Op. Cit.*, 82

The teacher should give effective feedback to the students. Hattie and Timperley said that effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?).²⁸ Hence in giving feedback the teacher must tell the students what is the goals that must be achieved in learning, motivate them to achieve the goal, and give instruction to do something to achieve the goal.

From those theories, it can be concluded that feedback is a technique that teacher use to correct students writing and to help students to develop their writing by giving some information. To use good feedback the teacher has to use the rule of feedback and understand it well. According to Brookhart there are four strategies that can be used by the teacher to give good feedback. The strategies are:

1) Timing

The teacher can determine when the feedback will be given and how often the feedback be given. The time in giving feedback is based the purpose that will be achieve. For example, delay feedback slightly for more comprehensive reviews of students' thinking and processing.

2) Amount

This strategy determines how many points made and how much about each point. Good feedback is given not too much, not too little, but just right. The

²⁸ *Ibid.*, p.86

teacher should give enough feedback to students writing so that they understand what to do but not so much that the work has been done for them.

3) Mode

The purpose of this strategy is to communicate the feedback message in the most appropriate way. The teacher can select the best way in accordance with the condition and the need of the students. The mode can be oral, written, combination of both oral and written, and also visual/demonstration.

4) Audience

Feedback works best when it has a strong and appropriate sense of the audience. Feedback about the specifics of individual work is best addressed to the individual students, in terms the students can understand. If the same message would benefit a group of students, providing feedback to the class or group can save time. The teacher also can mix individual and group feedback.²⁹

(For more detail, it can be seen Appendix 14)

Hence, in giving good feedback the teacher should determine the strategy that is appropriate with the purpose, kind of task, and students' condition.

Hattie and Timperley also propose four levels of the focus of feedback as follows:

- 1) Feedback can be about the task or product. Feedback about the task includes information about errors-whether something is correct or

²⁹Susan M. Brookhart, *How to Give Effective Feedback to Your Students*, (Alexandria: ASCD, 2008), pp. 10-17

incorrect. This level of feedback may include directions to acquire more, different, or correct information. However, feedback about the task is that it often does not generalize to other tasks.

- 2) Feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing information, or learning processes requiring understanding or completing the task.
- 3) Feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on task.
- 4) Feedback can be personal in the sense that it is directed to the “self,” which, we argue below, is too often unrelated to performance on the task.³⁰

In giving good feedback to students writing, also the teacher should consider the types of feedback. There are two types of feedback. Those are direct feedback and indirect feedback. Direct feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic structure of the target language. While, indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating an error without providing the correct form.³¹ Hence, indirect feedback is used because it can give students

³⁰*Ibid.* p.90

³¹Fatemah Nematzadeh and Hossein Siahpoosh, “The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners’ Written Performance”, *Journal of Applied Linguistics and Language Learning*, Vol. 3, 2017, p. 111.

stimulation to find the correct form of their errors so that the students are encourage to think how to develop their writing.

In this case, the feedback that is given to the students is in written form and oral form. It is because teacher written feedback provides lasting records and the students get more explanation and clarification from teacher oral feedback. Also the indirect feedback is given to the students because it encouraged the students to think and find the correct form of their errors.

b. Purpose of Teacher Feedback

According to Lewis, feedback has several purposes when given feedback in the language classes.

- 1) Feedback provides information for teachers and students.
- 2) Feedback provides students with advice about learning
- 3) Feedback provides students with language input
- 4) Feedback is a form of motivation
- 5) Feedback can lead students toward autonomy³²

In addition, Coffin et.al also said the purpose of providing feedback might include:

- 1) To support students' writing development
- 2) To teach, or reinforce, a particular aspect of disciplinary content
- 3) To teach specific academic writing conventions

³²Marilyn Lewis, *Giving Feedback in Language Classes*, (Singapore: SEAMO Regional Language Centre, 2002), pp. 3-4.

- 4) To indicate strengths and weaknesses of a piece of writing (perhaps in relation to a set of criteria)
- 5) To explain or justify a grade
- 6) To suggest how a student may improve in their next piece of writing.³³

In short, feedback is very important in learning process. Feedback can improve students' ability on writing and also make student's think positively about their learning. Giving feedback is not only correcting students errors, but also provide information from the teacher to students' performance, provides students advice about learning especially writing, and give students motivation in learning.

9. Concept of Teacher Written and Oral Feedback

a. Definition of Teacher Written Feedback

Srichanyachon stated that teacher written feedback or handwritten commentary is a primary technique to respond to students' essays to assist students' writing development.³⁴ Consequently, written feedback is the essential technique to give response to students writing and to help them to develop their writing. Harmer added that written feedback is designed not just to give an assessment of the students' works, but also to help and teach.³⁵ Thus, the teacher does not directly give grade on students writing but gives students comment that can help to improve their writing.

Teacher written feedback can be comment, question, or error correction that teacher write on students writing. Mack in Razali and Jupri said that

³³Caroline Coffin, et.al., *Teaching Academic writing*, (New York: Routledge, 2003), p. 104

³⁴Napaporn Srichanyachon, *Loc.Cit.*

³⁵Jeremy Harmer, *The Practice of English Language Teaching (4th Ed)*, (Edinburgh Gate: Pearson Education Limited, 2007), p.151

written feedback is as any comments, questions, or error corrections that are written on students' assignments.³⁶ Moreover Grabe and Kaplan in Kucukali said that written feedback is described as responding to students' writing through written comments on content and organization, and strengths and weaknesses of essay.³⁷ Hence teacher written feedback is a technique that is used by the teacher to help students to improve their writing by giving comments on the content and organization, error correction, and questions. Also, teacher written feedback tells the students about their weakness or strength in their writing.

Park in Razali and Jupri said that there are three types of teacher written feedback that are commonly used in L2 writing classroom, as follows:

- 1) Form-focused feedback or feedback on students' grammar
- 2) Content or meaning based feedback deal with the quality of the content and organizational features in students' composition
- 3) Integrated feedback is combination of grammar correction and content related feedback.³⁸

Thus, there are three kinds of teacher written feedback such as Form-focused feedback or feedback on students' grammar, content or meaning based feedback deal with the quality of the content and organizational

³⁶Razlina Razali and Rohaiza Jupri, "Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing", *Journal of Humanities and Social Science*, Vol 19, Mei 2014, p. 63

³⁷Emel Kucukali, "The Effect of Oral vs. Written Feedback in EFL Writing", *Journal of Applied Linguistics and Language Research*, Vol. 4, 2017, p. 48

³⁸Razlina Razali and Rohaiza Jupri, *Op. Cit.*, p. 64

features, and integrated feedback is combination of grammar correction and content related feedback.

The types of written feedback that is used is integrated feedback as combination of grammar correction and content related feedback because the teacher will check students' writing on grammar and content. Integrated feedback is more beneficial than other kinds. It is because the students will interest to develop their writing. It is revealed by Straub's finding in Srichanyachon that students were interested in receiving feedback on both global issues (i.e., content, organization, and purpose) and local ones (i.e., sentence structure, word choice, and grammar).³⁹ In this case, teacher written feedback focuses on checking students' grammar and content and organizational feature that relates descriptive text.

In writing written feedback, the teacher must pay attention to the rules. Brookhart said that word choice matters, tone matters, for example, consider these two comments written in the margin of a student essay: "You aren't clear here" and "I don't see what you mean here." Both intend to convey the same thing, but the first sounds more judgemental and the second, more descriptive.⁴⁰ Consequently, when giving written feedback the teacher should choose the word and tone that motivate the students. The teacher also should avoid judgement that can make them down.

³⁹Nappaporn Srichanyachon, *Op. Cit.*, p. 10

⁴⁰Susan M. Brookhart, *Op.Cit.*, p. 31.

To give good written feedback, the teacher also must pay attention to some aspects. According to Brookhart, there are several aspects that should be understood in writing good written feedback, those are:

1) Clarity

Clarity means the teacher written feedback can be understood by the teacher. In this aspect, the teacher must give clear explanation by using simple and appropriate vocabulary and sentence so that the students can understand.

2) Specificity

The teacher should choose specific vocabulary when give comment. The teacher does not allow to give comment too narrow and too abroad because it can make the students be confused.

3) Tone and word choice

Word choice should motivate the students and should be respectful of students as persons and position them as active agents of their own learning. It is important because the teacher's words can affect students' motivation to produce better writing.⁴¹

(For more detail, it can be seen in Appendix 15)

⁴¹*Ibid.*, pp. 32-34

Brookhart gives the example of teacher written feedback⁴², as follows:

Figure 1
The Example of Teacher Written Feedback

What a great day I had. Long, but great! It started out with getting used to oval office. It sure in big! That chair I have is about the most comfortable chair ever made!

I couldn't do to much sitting because before I knew it, I was signing every document known to mankind! My hand was so sore when I got dare.

Next, it was off to press conference. I was cooked everything from where were you born to what was you college degree. Thanksfully I got to sit down after a while and watch the vice president got drilled with questions.

Then I went to meet congress, senate, other co-workers, emploies. They all seemed very nice except for one women who was really stuck up I don't think that she voted for me!

Next we want to dinner at this really poncy italian place. The spaghetti was delisious. It was really good to get to talk with my family.

Then I had a meeting with the vice president to see what kind of goals we wanted to set for ourselves, for our country.

Lastly, I got to tuck kids into bed, then I got to go to bed. My presidency is turning out to be great!

I like the way you organized this by time of day

Most of your paragraphs are 2 sentences and pretty simple, here is a detail. Can you put more detail in the paragraph?

It can be concluded that, teacher written feedback is a primary technique to help students develop their writing by giving information including comment, error correction, question, and also direction, so that the students will be motivated to produce better writing.

b. Definition of Teacher Oral Feedback

Keh in Kazemifar and Chakigar said that oral feedback refers to a face-to-face oral interaction between the students-writer and teacher-reader so that students can ask for clarification of what they feel unsure in their own

⁴²*Ibid.*, p. 39

writing.⁴³ Hence oral feedback is a technique to respond students' writing in oral form in which the students can ask to the teacher about confusing part of their writing.

The content of oral feedback is almost same as the content of written feedback. Brookhart stated that oral feedback involves all the word choice issues that written feedback does, but it also includes some unique issues.⁴⁴ Thus, the content of oral feedback can be comment, error correction, suggestion, or questions same as written feedback. However, different from written feedback, oral feedback gives clear explanation to the students. It is because oral feedback includes interaction between teacher and students, so that they can ask for additional explanation.

The purpose and focus of oral feedback can be change in accordance with the purpose of the teacher or the students. Hyland said that conferences or oral feedback can also vary in their purpose and focus. It may be that the student has initiated the meeting to get advice on particular problem or to obtain clarification from the teacher on a written point.⁴⁵ Consequently, beside oral feedback is the respond from teacher on students writing, it can also help students to get clarification from teacher written feedback. The oral feedback that is be the focus in this research is oral feedback as the clarification and additional explanation from teacher written feedback. It is

⁴³Danial Kazemifar and Parviz Chakigar, :The Effect of Oral and Written Feedback on Iranian EFL Leaners' Grammar Improvement in Writing Tasks", *Journal of Language Sciences and Linguistics*, Vol. 4, 2016, p. 97

⁴⁴Susan M. Brookhart, *Op. Cit.*, p. 47

⁴⁵Ken Hyland, *Op. Cit.*, p. 194

because the students have received written feedback before they receive oral feedback.

When the teacher gives oral feedback the teacher must pay attention to the rules of giving successful oral feedback. According to Hyland the most successful conferences are those in which students are active participants, asking questions, clarifying meaning, and discussing their papers rather than passively accepting advice.⁴⁶ Consequently, the teacher not only gives students advice but the teacher must make them active and stimulate them to ask question, so that they are not passive participants. Chavez and Ferris in Hyland also added that where they are successful, however, oral feedback can not only lead revisions in subsequent drafts but have more lasting effects on improving writing in later assignment.⁴⁷ It means that oral feedback not only helps students to revise their writing but also helps students to improve their next writing.

Oral feedback not only gives to individual students but it can give to group of students. Brookhart said that individual oral feedback ranges more broadly than any other type of feedback, from the very formal structure to the very informal. Group oral feedback can also be helpful.⁴⁸ Hence, group oral feedback will use to give more explanation about the students' common mistakes and clarification that is found in giving written feedback.

Coffin et.al also added that group feedback may save time by avoiding repetition of similar points in individual feedback; group discussion may also

⁴⁶*Ibid.* p. 192

⁴⁷*Ibid.*

⁴⁸Susan M. Brookhart, *Loc.Cit.*

allow students to raise issues there would be little time consider on an individual basis; and students may be reassured by seeing that others have had similar problems.⁴⁹ Furthermore, Keh also stated that group conferences have been more successful than individual conferences. Students seem more comfortable speaking in a group than one-to-one with the teacher.⁵⁰

Consequently, group oral feedback is used in this research. It is because it will not waste time. Giving feedback to a group of students also will simplify oral feedback session, make focus, make the students be active, and avoid the students' frightened to ask the teacher because the students are divided into some groups based on their similarities of mistakes.

Brookhart also gives some of the most common ways to deliver oral feedback to a group or class as follows:

- 1) At the start of a lesson, summarizing your observation from the previous lesson
- 2) At the beginning of a review or re-teaching lesson, to explain why you are focusing on the same learning target again and to link to prior learning and set a purpose for students
- 3) During student performances, either live or videotaped
- 4) When a test or assignment is returned, summarizing overall strengths and weaknesses⁵¹

From the four ways, the first way is chosen to be the way to deliver feedback. Brookhart said that one of the most powerful ways to focus a lesson

⁴⁹Caroline Coffin, et.al, *Op. Cit.*, p. 112

⁵⁰Claudia L. Keh, *Op. Cit.*, p.300

⁵¹*Ibid.*, p. 54

that is an extension of a previous lesson is to provide some group feedback about the previous lesson's accomplishments.⁵² Thus to make students focus to the next lesson the teacher must give feedback from the previous lesson that has relation with the next lesson.

From those explanations, it can be concluded that teacher oral feedback is a technique to correct students' writing in oral form and it leads an interaction between teacher and students. The contents of oral feedback are same as written feedback however it also includes more explanation and clarification of written feedback.

c. The Combination of Teacher Written and Oral Feedback

When the students receive written feedback from the teacher on their written task, it often result misunderstanding between teacher's comment and students' understanding. To minimize it the teacher must give students more explanation. Erkkila said that it is, therefore, worthwhile to offer an opportunity for oral feedback in addition to the written feedback.⁵³ Thus, the students get more explanation after they get written feedback from oral feedback.

Brookhart said that written feedback has the advantage of being more permanent than oral feedback, so the students can review and use it as needed.⁵⁴ Additionally, Bitchener said that oral feedback give participants the

⁵²*Ibid.*

⁵³Matti Erkkila, "Teacher Written Feedback: Teacher's Perceptions of Given Feedback".(Candidate's thesis, University of Jyväskylä Department of Language English, May 30th, 2013), p. 8

⁵⁴Susan M. Brookhart, *Op. Cit.*,p. 48

opportunity to ask questions about their errors and the corrections they had received as well as the chance to receive additional explanations and example.⁵⁵ Consequently, written feedback can be the note for students' mistakes and oral feedback can be more explanation and clarification of written feedback.

From those theories, it can be concluded that the combination of teacher written and oral feedback in correcting students' writing is more beneficial than using written feedback only or oral feedback only. From the combination, the students get permanent feedback and also more explanation or clarification, so that the students can improve their writing.

d. Procedure of Teacher Written and Oral Feedback in Descriptive Writing

Based on Tribble, there are some procedures of giving written feedback to respond students' writing as follows:

- 1) Selection of topic by teacher and/or students
- 2) The students do preparation for writing activity.
- 3) The teacher reads, notes, lists, outlines, and makes suggestions.
- 4) The students write the first draft and make outlines of the first draft.
- 5) The teacher and students read draft; adds comments and suggestion about content of writing.
- 6) Students write second draft.

⁵⁵John Bitchener, "The Effect of Different Types of Corrective Feedback on ESL Student Writing", *Journal of Second Language Writing*, Vol. 14, 2005, p. 196

- 7) Students read second draft with guidelines or checklist make changes.
- 8) Teacher reads second draft and indicates good points and areas for improvement.
- 9) Students write third draft.
- 10) The student edits and proofreads.
- 11) Teacher evaluates progress from first draft to third draft
- 12) Teacher assigns follow-up tasks to help in weak areas.⁵⁶

Based on Brookhart, there are some procedures of giving teacher oral feedback to students' writing to group of students as follows:

- 1) The teacher begins by restating the learning goals
- 2) The teacher tells to students about their most common misconception in their writing
- 3) The teacher give explanation and correction to students' misconception
- 4) The teacher give suggestion to students
- 5) The students can ask the teacher to give more explanation or clarification
- 6) The teacher asks students to rewrite their work if it is needed or the teacher can start the new lesson that has same learning goal.⁵⁷

Based on the consideration of time the procedure of teacher written and oral feedback to correct students' descriptive writing that are explained by

⁵⁶Christopher Tribble, *Writing*, (New York: Oxford University Press , 1996), p. 123

⁵⁷Susan M. Brookhart, *Op. Cit.*, p. 50

Tribble and Brookhart are modified and combined by the researcher. As a result the procedure that is used to give written and oral feedback to the students is as follow:

- 1) The teacher and the students select the topic
 - 2) The students do preparation for writing activity
 - 3) The students start to write
- (taken from Tribble's Theory)
- 4) The students submit their writing. The teacher reads, checks, and gives written feedback on some students' writing, and the other students' writing will check in teacher's house because of limited time.
 - 5) In the next meeting, the teacher gives students' writing back and asks them to comprehend teacher written feedback and their mistakes.
 - 6) The teacher divides the students in to some groups based on their similarities of mistakes.
 - 7) The teacher gives more explanation about the students' mistakes and clarification about written feedback to each group
- (taken from brookhart's theory)
- 8) After the students receive both feedbacks, the teacher asks the students to rewrite their draft
 - 9) The teacher will tell students' progress from first draft to second draft

e. Advantages of Using Teacher Written and Oral Feedback

According to Brookhart in teaching learning writing, written feedback is very important to use. There are some advantages of using written feedback, these are:

- 1) Written feedback provides a lasting record which can be used to measure progress and to act as a reminder
- 2) Positive feedback on the content of learner's writing can do a lot to increase the amount writing that learners do and to improve their attitude writing.
- 3) Teacher can consider what will she or he writes as feedback in students' writing
- 4) Being more permanent than oral feedback, so the students can review and use it as need.⁵⁸

According to Kucukali, oral feedback is very important to use. There are some advantages of using oral feedback, these are:

- 1) Oral feedback involves interaction with the teacher, and the opportunity for clarification and expressing themselves in conferences.
- 2) Oral feedback see and solve the problems on the spot
- 3) Students witnessing how their paper is evaluated
- 4) Oral feedback involves negotiation on single topics and focusing on rhetoric organization during conferences may result in students' participation and more intensive revisions⁵⁹

⁵⁸*Ibid.* p. 37

From those advantages, it can be said that written and oral feedback can be more effective feedback if they are combined. The combination will result the good feedback because the feedback will be permanent and will involve interaction between students and teacher for more clarification.

f. Disadvantages of Using Teacher Written and Oral Feedback

1) Disadvantages of Written Feedback

It takes a long time to prepare and it is difficult to organize in the class. Moreover, most students find it very dispiriting if they get a piece of written work back and its covered in red ink, underline and crossing out. It is powerful visual statement of the fact that their written English is terrible.⁶⁰

2) Disadvantages of Oral Feedback

The teacher have less time to make decisions about how to say things, and once the teacher has said to the students, the teacher cannot take them back.⁶¹

Both written and oral feedback has disadvantage that it is needed too long time. It is consuming time not only in the preparation but also in the process in giving feedback. From the advantages and disadvantages of written and oral feedback, they can be combined to make good feedback.

⁵⁹Emel Kucukali, *Op. Cit.*, p. 58

⁶⁰Jeremy Harmer, *Op. Cit.* p.84

⁶¹Susan M. Brookhart, *Op. Cit.*, p. 47

10. Concept of Teacher Written Feedback

a. Definition of Teacher Written Feedback

As stated before teacher written feedback can be comment, question, or error correction that teacher writes on students writing. Mack in Razali and Jupri said that written feedback is as any comments, questions, or error corrections that are written on students' assignments.⁶² Hence, teacher written feedback is a technique that is use to correct students' writing in which the teacher can give comments, questions, or error corrections.

There are several types of teacher written feedback that commonly used in correcting students writing. Park in Razali and Jupri said that there are three types of teacher written feedback that are commonly used in L2 writing classroom, as follows:

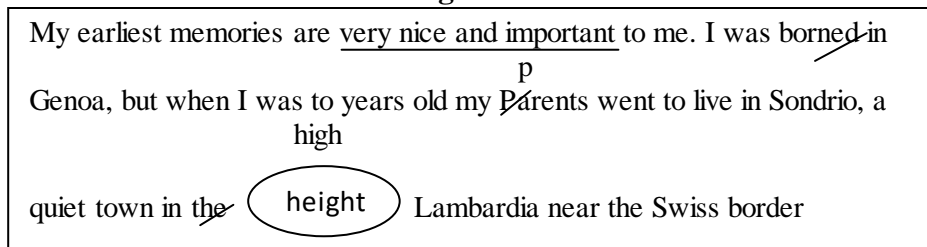
- 1) Form-focused feedback or feedback on students' grammar
- 2) Content or meaning based feedback deal with the quality of the content and organizational features in students' composition
- 3) Integrated feedback is combination of grammar correction and content related feedback.⁶³

In this case, the teacher uses error correction feedback and form-focused feedback or feedback in students' grammar to correct students' writing.

⁶²Razlina Razali and Rohaiza Jupri, *Loc.Cit*

⁶³*Ibid.* p. 64

Figure 2
The example of form-focused feedback or feedback in students' grammar



Source: Christopher Tribble, Writing, Oxford: Oxford University Press, 1996

b. Procedure of Teacher Written Feedback in Descriptive Writing

Based on Tribble, there are some procedures of giving written feedback to respond students' writing as follows:

- 1) Selection of topic by teacher and/or students
- 2) The students do preparation for writing activity.
- 3) The teacher reads, notes, lists, outlines, and makes suggestions.
- 4) The students write the first draft and make outlines of the first draft.
- 5) The teacher and students read draft; adds comments and suggestion about content of writing.
- 6) Students write second draft.
- 7) Students read second draft with guidelines or checklist make changes.
- 8) Teacher reads second draft and indicates good points and areas for improvement.
- 9) Students write third draft.
- 10) The student edits and proofreads.
- 11) Teacher evaluates progress from first draft to third draft

12) Teacher assigns follow-up tasks to help in weak areas.⁶⁴

The teacher's procedure in giving teacher written feedback is as follows:

- 1) The teacher and the students select the topic
- 2) The students do preparation for writing activity
- 3) The students start to write
- 4) The students submit their writing. The teacher reads, checks, and gives written feedback on some students' writing, and the other students' writing will check in teacher's house because of limited time.
- 5) In the next meeting, the teacher gives students' writing back.
- 6) The teacher will tell students' progress in writing descriptive text.

c. Advantages of Using Teacher Written Feedback

According to Susan Brookhart in teaching learning writing, written feedback is very important to use. There are some advantages of using written feedback, these are:

- 1) Written feedback provides a lasting record which can be used to measure progress and to act as a reminder
- 2) Teacher can consider what will she or he writes as feedback in students' writing
- 3) Being more permanent than oral feedback, so the students can review and use it as need.⁶⁵

⁶⁴Christopher Tribble, *Loc. Cit.*

d. Disadvantages of Using Teacher Written Feedback

It takes a long time to prepare and it is difficult to organize in the class. Moreover, most students find it very dispiriting if they get a piece of written work back and it's covered in red ink, underline and crossing out. It is a powerful visual statement of the fact that their written English is terrible.⁶⁶

B. Frame of Thinking

English is one of international language that must be mastered. English also is as a tool for interaction and communication with other people from many countries. In Indonesia, English is taught in school because it is very important for them to communicate with other people from other country. In learning English, the students are going to learn the four skills, such as listening, speaking, reading, and writing. Writing is the most difficult skill to be learnt, hence the students' ability in writing skill is still low. In writing especially descriptive text they often have problems in organizing their ideas to be good paragraph, vocabulary, and also grammar.

In this case, teacher written and oral feedback is used to correct students' descriptive writing. Teacher written and oral feedback is a combination technique that is used to correct students writing and also to help students in improving students' writing ability. Feedback is very important in students writing because through feedback the students can get respond about their writing from the teacher.

⁶⁵Susan M. Brookhart, *Loc. Cit*

⁶⁶Jeremy Harmer, *Loc. Cit*

Teacher written and oral feedback is assumed that it can give influence to the students' writing especially in descriptive writing. By giving written feedback, the students will get comments, suggestions, and corrections from the teacher and by giving some oral feedback to group of students in the class, the students will get more explanation and clarification. From both feedbacks, the students will be helped to know their mistakes on writing and also to know to solve their problem. After they get feedback, they know the place that they make mistakes and they know what they should do. Furthermore, in the next writing, the students are hoped to minimize their mistakes. So they can produce better writing than the previous one.

C. Hypothesis

The hypotheses of this research are as follows:

Ha: There is a significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year.

Ho: There is no significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year.

CHAPTER III

RESEACRH METHODOLOGY

A. Research Design

In conducting the research, quantitative research approach that focus on experimental design had been employed. Ary et.al said that an experimental design is the general plan for carrying out a study with active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about effect of the experimental treatment on the dependent variable.¹ Thus, experimental design is a research design that is used to find the influence of independent variable to dependent variable.

Quasi-experimental design was used to know whether there was a significant influence of using teacher written and oral feedback towards students' descriptive writing ability. Creswell said that quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimental can not artificially create groups for the experiment.² Quasi experimental design was used because the subjects were not randomly assigned to the treatments group.

Pre-test and post-test design approach to a quasi-experimental design had been applied. As Cresswell stated that the researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups,

¹Donald Ary, et.al, *Introduction to Research in Education (8th Ed)*, (Belmont: Wadsworth Cengage Learning, 2010), p. 271

²John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quatitative and Qualitative Research(4th Ed)*, (Boston: Pearson, 2012), p. 309

conducts experimental treatment activities with the experimental group only, and the administers a post-test to assess the differences between the two groups.³ It can be presented in table 1 as follows:

Table 1
Pre-test and Post-test Design

Select control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Treatment	Posttest

Source: John W. Cresswell, Educational Research: Planning, Conducting, and Evaluating Quatitative and Qualitative Research(4th Ed), 2012

The students were given pre-test before treatment and post-test after treatment to know their descriptive writing ability. After the students were given pre-test, the students in experimental class and control class were given treatment. In giving explanation about descriptive text, scientific approach was applied in both experimental and control class. However, to correct students writing, the students received teacher written and oral feedback in experimental class and teacher written feedback in control class. After treatment, the students in both of the class were given post test to know their development.

B. Variable of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.⁴ Thus, Variable is a focus of the research that will be researched.

³*Ibid.* p. 310

⁴*Ibid.*, p.112.

There were two variables that will be investigated, they were:

1. The independent variable (X)

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.⁵ The independent variable in this research is teacher written and oral feedback

2. The dependent variable (Y)

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.⁶ The dependent variable in this research is students' descriptive writing ability.

C. Operational Definition of Variable

The operational definition of variables of this research see follows:

1. Teacher Written and Oral Feedback is one of good techniques to correct students' writing that the students will get comment from the teacher in written form and also will get clarification and more explanation about their errors orally. Through this feedback the students will be helped to improve their writing ability.
2. Students' descriptive writing ability is a the students' ability to produce a text, which describes about an object such as people or animals which fulfills the good mastery of the five aspects of writing like content, organization, vocabulary, language, and mechanics.

⁵*Ibid.*, p. 116

⁶*Ibid.*, p. 115

D. Population, Sample, and Sampling Technique

1. Population

Creswell said that a population as a groups of individuals who have same characteristic.⁷ It means that a population of the research should have same characteristics. Purwanto added that not all subjects in research place and time can be inspected, but a half subject who have same characteristic.⁸ Hence, in choosing the population, it can be determined by the population who have same characteristic. In MTsN 2 Bandar Lampung, there were eleven classes of the eighth grade that were divided into three types of class. The types of class were excellent class consisting two classes, special class consisting three classes, and regular class consisting six classes. In this research, the population was the students of the excellent class of the eighth grade at MTsN 2 Bandar Lampung in 2018/2019 academic year. It consisted of 70 students in two classes. It can be seen in the Table 2.

Table 2
The Total Number of the Excellent Class of the Eighth Grade Students of
MTsN 2 Bandar Lampung in 2018/2019 Academic Year

No	Class	Gender		Total
		Male	Female	
1	VIII U1	14	21	35
2	VIII U2	10	25	35
The total number of students				70

Source : MTs N 2 Bandar Lampung in 2018/2019 Academic Year

⁷*Ibid.* p. 142

⁸Purwanto, *Statistika untuk Penelitian*, (Surakarta: Pustaka Pelajar, 2011), p. 62.

2. Sample

The sample was all of the subjects of the population. Because there were two classes of the excellent class of the eighth grade at MTsN 2 Bandar Lampung, both of classes were taken as the sample.

3. Sampling Technique

The sample was taken by using cluster sampling. Schreiber and Asner-Self said that cluster sampling occurs when the population is already divided into natural, preexisting groups.⁹ It means that cluster sampling is a technique to select the sample in the group or not individuals. The excellent class of the eighth grade consisted of two classes then from the two class were decided the experimental and control class. The experimental class and control class were chosen randomly by using a small piece of paper. The name of each class was written in small piece of paper and then the papers was rolled and shaken. The first paper was an experimental class and the second one was a control class.

E. Research Instrument

Before collecting the data, the instrument of the research had been made. According to Cresswell an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.¹⁰ The research instrument was writing test. There are two kind of instruments that had been made

⁹James B. Schreiber and Kimberly Asner-Self, *Educational Research the Interrelationship of Question, Sampling, Design and Analysis* (Cambridge: John Willey and Sons Inc, 2011), p.89

¹⁰John W. Cresswell, *Op. Cit.*, p.14.

they were pre-test and post-test. Both of them were tested to compose descriptive text.

Hamp-Lyons suggested that a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency and may not be appropriate for low proficiency learners.¹¹ The eighth grade is assumed that is in high level category, so it matches with what Hamp-lyons suggested. While Munoz, *et. al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes.¹², and then the students can describe it based on the topic that will be given. In the other hand, based on the 2013 curriculum that is used for Junior High School, one hour in a lesson is about 40 minutes.

From the several experts, it can be concluded that in the pre-test and post-test, the students were asked to write descriptive text consist of 100 or more words by choosing one of topics that were provided as long as 60 minutes. The students had to write the text using present tense. However, the two hours course length was taken. So it last for 80 minutes that was spent to explain the descriptive text writing instruction, collecting the students' works, and the rest was for the unexpected time during test.

¹¹Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts* (Norwood: NJ Ablex, 1991), p. 5.

¹²Ana Munoz, Sandra Gaviria, Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006,

The topics were:

1. Pre-test instruments

- a. My Cat
- b. Ria Ricis

2. Post-test instruments

- a. My Rabbit
- b. Atta Halilintar

F. Data Collecting Technique

Test was used to collect data. The tests that were used were pre-test and post-test:

1. Pre test

Pre test was given before treatment. The pre-test was given to the students in control class and the experimental class to know their descriptive writing ability. It was done by writing the descriptive text based on the topics that was provided. The students were asked to write descriptive text that consists of 100 or more words in 60 minutes. In the pre-test instrument, the students had been shown the picture of each topic that helped students in writing descriptive text.

2. Post-test

Post test was used to know students' descriptive writing ability after the students got treatments by using teacher written and oral feedback in the experimental class and teacher written feedback in the control class. In the post-test the students also was asked to write descriptive text that consists of 100 or more words in 60 minutes by choosing one of the topics that was

provided. In the post-test instruments, the students also had been shown the picture of each topic that helped students in writing descriptive text.

G. Scoring Procedure

The score of the test was calculated based on the following scoring system proposed by Tribble. There are five aspects to measure writing proposed by Tribble as follows:

a. Content

Content is about the ideas that is used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, whether the ideas is detail or not, and whether the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students organize their ideas. It is related to coherence and cohesion.

c. Vocabulary

This aspect is related to how the students choose the word/idiom and whether the students use many vocabularies or not.

d. Language

This aspect considers about grammar and structure such as agreement, tense, number, word order, article, pronouns, and preposition.

e. Mechanics

This aspect is related to use spelling, punctuation, capitalization, and layout.¹³

$$\text{Final score} = C + O + V + L + M / 20 + 20 + 20 + 30 + 10 = 100$$

Note:

C (content)	: 20
O (organization)	: 20
V (vocabulary)	: 20
L (language)	: 30
M (mechanics)	: 10
Total	: 100

(For more detail, it can be seen in Appendix 13)

Inter-rater was used to score the result of the test. The scoring was done by researcher and another person who also scored the test. The English teacher was chosen as the second rater. The scores of two raters were summed up and then were divided into two.

H. Research Procedure

There were some procedures that had been applied in conducting this research. The procedures were as follows:

1. Finding the subject of research

The students of excellent class of the eighth grade of MTsN 2 Bandar Lampung were chosen as a subject of the research. There were two classes as

¹³Christopher Tribble, *Language Teaching Writing* (New York:Oxford University Press, 1996), p.130.

the subjects of the research. One class was experimental class and another was control class.

2. Designing instrument of the research

The instrument that was used was writing test. The students got the same instrument for both classes in several topics that were consulted.

3. Administering the pre-test

The pre-test was used to find out the students' initial descriptive writing ability. In the pre-test the students were asked to write descriptive text that consist of 100 or more words by choosing one of the topics that were provided as long as 60 minutes. In the pre-test instrument, the students had been shown the picture of each topic that helped students in writing descriptive text.

The topics were:

- a. My Cat
- b. Ria Ricis

4. Conducting treatment

The students were taught about descriptive text. The descriptive text that was taught was about definition, generic structure, and lexicogrammatical features. The procedure of written and oral feedback was also explained. In the correction stage, the students were given treatment by using teacher written and oral feedback to correct their writing in experimental class and teacher written feedback to correct their writing in control class. The research was conducted in six meetings for experimental class, one meeting for pre-test, four meetings for treatment, and one meeting for post-test and in four meetings for control

class, one meeting for pre-test, two meetings for treatment, and one meeting for post-test.

5. Administering the post-test

Post-test was administered to measure whether there was an improvement of students' descriptive writing ability after the students got treatment. The students were asked to write descriptive text that consists of 100 or more words by choosing one of the topics that were provided as long as 60 minutes. In the post-test, the students had been shown the picture of each topic that helped students in writing descriptive text.

The topics were:

- a. My Rabbit
- b. Atta Halilintar

6. Analyzing the result (pre-test and post-test)

After finishing scoring students' work, the result of the pre-test and post-test between experimental class and control class were compared to see whether the score of the post-test was higher than the score in the pre-test. Besides that, it was used to see whether the score of post-test in the experimental was higher or not than the control class.

7. Analyzing the Data

After collecting the data, the data was quantitatively analyzed.

I. Validity and Reliability, and Readability of the Test

1. Validity of the Test

A good test is the test that has validity. Cresswell stated that validity means the score of interpreted with the concept or construct that the test is assumed to measure.¹⁴ It means that a good test must have validity, so the test can be measured based on the aspects in writing. Content and construct validity were used to analyze the test to know whether the test was valid or not.

a. Content Validity

Best and Kahn stated that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁵ It means that content validity is based on the material that has agreement with the objective of learning in the syllabus.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. To get content validity of the test, the material was arranged based on the objectives of teaching in the school based on syllabus for the eighth grade of Junior High School with basic competence as follows:

¹⁴John W. Cresswell, *Op. Cit.*, p. 159

¹⁵John W. Best and James V. Kahn, *Research in Education (7th Ed)*, (New Delhi: Prentice-Hall, 1995), p. 295.

- 3.10 Apply text structure and language element to do social function of descriptive text with stating and asking about description of people, animals, and things, short and simple, agree with the utilizing context.
- 3.11 Catch the meaning of descriptive text in written form or oral, short and simple.
- 3.12 Arrange written or oral descriptive text, short and simple, about people, animals, and things, pay attention to social function, text structure, language element which right and agree with the context.
- (See Appendix 4)

b. Construct Validity

Best and Kahn said that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁶ It means that construct validity is focused on the aspects of the test which can measure the ability especially for students' descriptive writing ability. Students were asked to make a descriptive text test that could measure the students' descriptive writing ability. The five aspects of writing from Tribble were adapted to measure students' writing, they are, content, organization, vocabulary, language and mechanics.

To make sure, the instrument was consulted to the Mrs. Nurul Puspita, M.Pd. as an expert validator instrument of writing test to determine whether the test would be obtained construct validity or not. The instrument had been revised in one time to the expert validator on Monday, April 8th 2019.

¹⁶ *Ibid.* 296

In this revision, the expert validator suggested the researcher to make sure the theory of giving time allocation in chapter 3, to make sure the topic of the descriptive text, and to revise the position of the table of expert validation form for writing test. In this revision also the instrument was valid and the expert validator gave her signature on expert validation form for writing test. (It can be seen in Appendix 10).

2. Reliability of the Test

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁷ It means that reliability is a measure of consistency, accuracy, dependability or fairness of scores resulting from administration of particular examination. There upon, besides having high validity a good test must have a high reliability. To ensure the reliability and to avoid subjectivity of the researcher, the inter-rater reliability was employed.

Ary, et.al said that a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the inter-rater or inter-observer reliability.¹⁸ Hence, inter-rater reliability is used when scores on the tests are independently estimated by two or more raters. In this case, the researcher was the first rater and the English teacher was the second

¹⁷Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New york: McGraw-Hill, 2009), p. 154

¹⁸Donald Ary, et.al., *Op. Cit*, p.256.

rater. To estimate the reliability of the test, Pearson Product Moment Correlation formula was employed as follows:¹⁹

$$r_{-xy} = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{N S_x S_y}$$

Notes :

- r-xy : Pearson Product Moment Coefficient Correlation
- \sum : Sum
- X : Students' scores from first rater
- Y : Students' scores from second rater
- \bar{X} : Average of the students' scores from first rater
- \bar{Y} : Average of the students's scores from second rater
- S_x : Standard Deviation of X
- S_y : Standard Deviation of Y
- N : Number of subjects

Furthermore, to know the degree or the level of the reliability of writing test, the result of the reliability score was consulted to the criteria of reliability as follows:

0. 80 – 1. 00 = very high

0. 60 – 0. 80 = high

0. 40 – 0. 60 = medium

0. 20 – 0. 40 = low

0. 00 – 0. 20 = very low.²⁰

After Calculating the reliability from two raters, the reliability of pre-test in experimental was 0.92, the reliability of post-test in experimental class was 0.80, the reliability of pre-test in control class was 0.98 and the reliability of

¹⁹Soenardi Djiwandono, *Tes Bahasa Pegangan bagi Pengajar Bahasa*, (Jakarta: Indeks, 2011), p.173.

²⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014) p.319.

post-test in control class was 0.96. Thus, the degree of the level of reliability of the students' writing between pre-test and post-test was very high and it can be seen that students' writing was reliable. (See Appendix 22-25)

3. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and to understand. To know readability of the descriptive writing ability test instrument, it followed Kouamé's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.²¹ The questions were done by giving the questionnaire for readability to the students individually. After that, the means of each item was measured. Furthermore, to know the result of the mean from the students' questionnaire for readability, it followed the finding of Kouame's research.

Because there were only two classes in excellent class of the eighth grade of MTsN 2 Bandar Lampung that already taken as the experimental and control class, the eighth grade of special class of MTsN 2 Bandar Lampung was taken as the participants to evaluate the instruments. The eighth grade of special class A of MTsN 2 Bandar Lampung was taken as the participant because it had similar ability in English to the eighth grade of excellent class of MTsN 2 Bandar Lampung. It is because the English teacher was same. So, the teacher knew their writing ability, so that it was easy to know both classes had similar

²¹Julien B. Kouamé, "Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants". *Journal of Multi-Disciplinary Evaluation*, Vol. VI No. 14, 2017 p.133.

ability in English. 35 students were the participants to give a scale 1 to 10 of each item in the readability text form.

After the readability form from participants had been calculated, it found that the mean of all items (instruments) of writing test was 3.25. Based on Kouame's research finding, "If the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers".²² It can be concluded that $3.25 < 4.46$, so the instrument was readable and understandable by the readers or test takers

J. Data Analysis

After Collecting the data, the data was analyzed by using independent simple t-test. There were two assumptions that were done before analyzing the data by using t-test.

1. Fulfillment of the Assumption

Parametric statistical significance test, such as analysis of variance and least squares regression are widely used by researchers in many disciplines, including statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

a. Normality test

Normality test is used to know whether the data was normally distributed or not. From the result of normality test, it could be decided what type of test that is used to test the hypothesis of the research. Statistical computation by using SPSS

²²*Ibid*, p.134.

(Statistical Package for the Social Science) was used to know the normality of the test. The test of normality employed is Shapiro Wilk.

The Hypotheses for the normality test are formulated as follow:

Ho : The data are normally distributed

Ha : The data are not normally distributed

While the criteria for acceptance of hypotheses of the normality test were as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

b. Homogeneity Test

Before the data was calculated by using independent sample t-test, the homogeneity test was used to determine whether the data was homogeneous or not. Statistical computation by using SPSS (Statistical Package for the Social Science) was used to know the homogeneity of the data.

The test of homogeneity employing Levene Test.

The hypotheses for the homogeneity test were formulated as follows:

Ho : The variances of the data are homogeneous

Ha : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test were as follow:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

c. Hypothetical Test

After the data was normal and homogenous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. In this case, statistical computation by using SPSS (Statistical Package for the Social Science) was used to analyze the data.

The hypotheses were:

Ho : There is no significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year

Ha : There is a significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year

While the criteria acceptance of hypotheses test are:

Ha is accepted if $\text{sig} \leq \alpha = 0.05$

Ho is accepted if $\text{sig} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test in Experimental Class

The pre-test was administered on Friday, May 10th 2019 at 08.00 a.m. The pre-test was administered in order to know the students' descriptive writing ability before the treatment given by using teacher written and oral feedback as a technique to correct students' writing. The scores of students' descriptive writing that were tested in pre-test can be seen in figure 3.

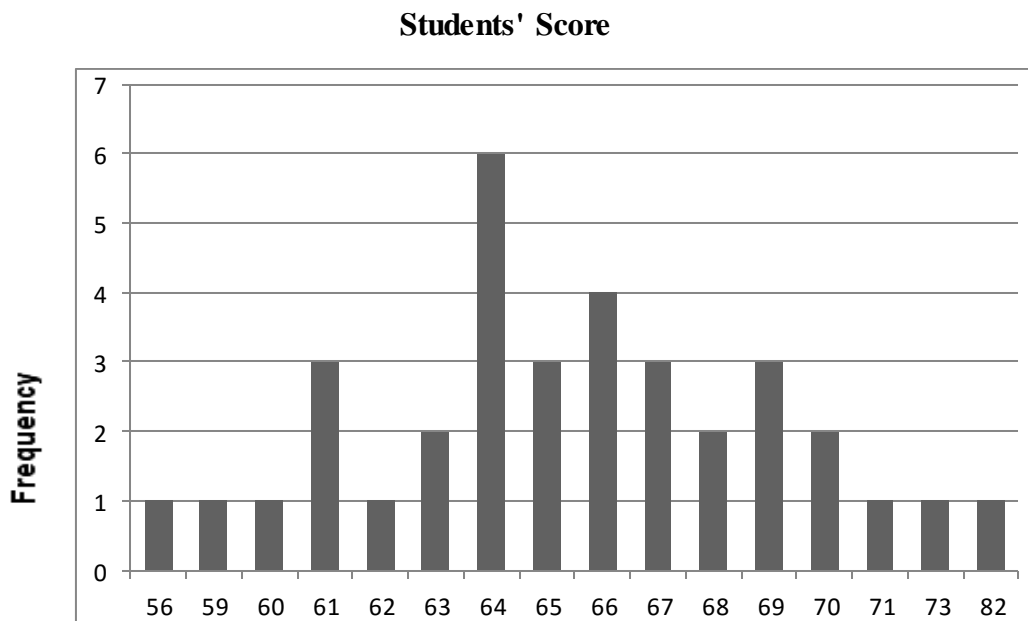


Figure 3
Result of the Pre-Test in Experimental Class

Based on the figure 3, it can be seen that from 35 students only one student who got score 56. There was one student who got score 59, there was one student who got score 60, there were three students who got score 61, there

was one student who got score 62, there were two students who got score 63, there were six students who got score 64, there were three students who got score 65, there were four students who got score 66, there were three students who got score 67, there were two students who got score 68, there were three students who got score 69, there were two students who got score 70, and there was one student who got score 71. Only one student who got score 73 and only one student who got score 82. For the statistics of the result of pre-test in experimental class, it can be seen on Table 3:

Table 3
Statistics of the Result of the Pre-test in Experimental class

Statistics	Score
Mean	65.59
N	35
Minimum	56
Maximum	82
Median	65
Mode	64
Standard deviation	4.594
Variance	21.104

Based on the Table 3, the mean of the pre-test in control class was 65.69 and N was 35. The highest score was 82 and the lowest score was 56. The median score was 65 and mode score was 64. The standard deviation was 4.594 and variance was 21.104. It showed students' descriptive writing ability before they got treatments.

2. Result of the Pre-test in Control Class

Pre-test in control class was administered on Wednesday May 8th, 2019 at 01.00 p.m. The score of pre-test in the control class can be seen in figure 4.

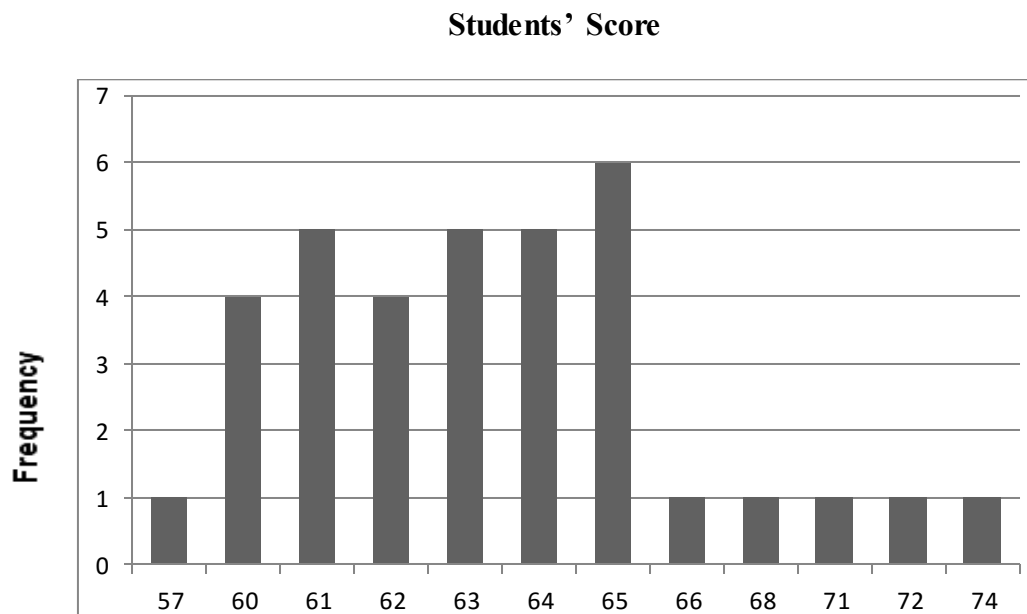


Figure 4
Result of the Pre-Test in Experimental Class

Based on the figure 4, it can be seen that from 35 students only one student who got score 57. There were four students who got score 60, there were five students who got score 61, there were four students who got score 62, there were five students who got score 63, there were five students who got score 64, and there were six students who got score 65. There was one student who got score 66, there was one student who got score 68, there was one student who got score 71, there was one students who got score 72, and there was one students who got score 74. For the statistics of the result of pre-test in control class, it can be seen on Table 4:

Table 4
Statistics of the Result of the Pre-test in Control class

Statistics	Score
Mean	63.6
N	35
Minimum	57
Maximum	74
Median	63

Mode	65
Standard deviation	3.483
Variance	12.129

Based on the table the mean of the students in control class was 63.6 and N was 35. The highest score was 74 and the lowest score was 57. The median score was 63 and mode score was 65. The standard deviation was 3.483 and variance was 12.129.

3. Result of Post-test in Experimental Class

Post test in experimental class was administered to know students' descriptive writing ability after the treatment. It was administered on Saturday, May 18^h 2019 at 01.00 p.m. The score of post test in experimental class are presented in figure 5.

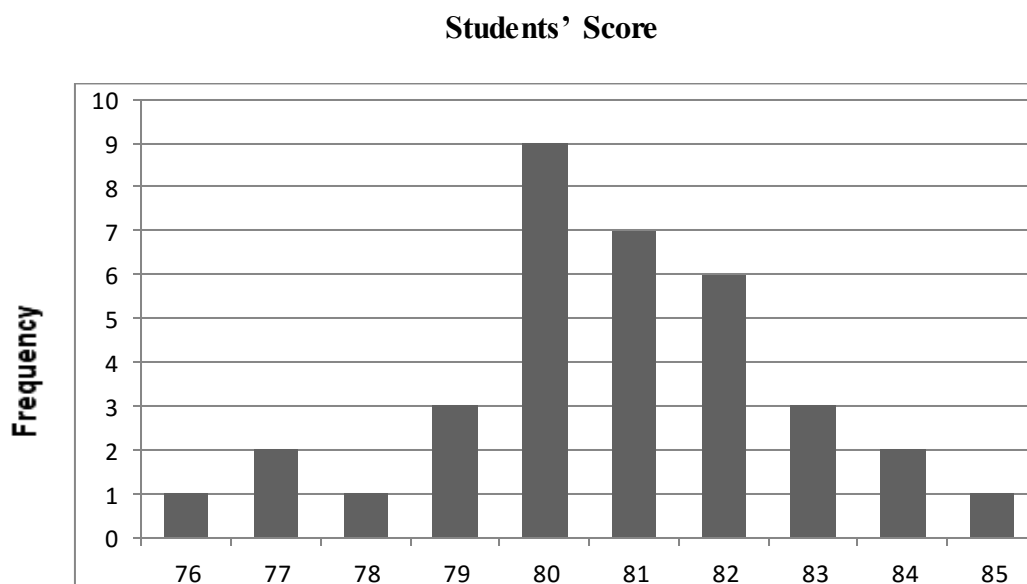


Figure 5
Result of the Post-Test in Experimental class

Based on the figure 5, it can be seen that from 35 students only one student who got score 76. There were two students who got score 77, only one student who got score 78. There were three students who got score 79, there were nine students who got score 80, there were seven students who got score 81, there were six students who got score 82, there were three students who got score 83, there were two student who got score 84 and only one student who got score 85. For the statistics of the result of post-test in experimental class, it can be seen on Table 5:

Table 5
Statistics of the Result of the Post-test in Experimental class

Statistics	Score
Mean	80.74
N	35
Minimum	76
Maximum	85
Median	81
Mode	80
Standard deviation	2.005
Variance	4.020

Based on the Table 5 the mean of the post-test in experimental class was 80.74 and N was 35. The highest score was 85 and the lowest score was 76. The median score was 81 and mode score was 80. The standard deviation was 2.005 and variance was 4.020. It showed students' descriptive writing ability after they got treatments.

4. Result of Post-test in Control Class

Post-test in control class was administered on Tuesday, May 14th 2018 at 01.00 p.m. The score of post test in control class are presented in figure 6.

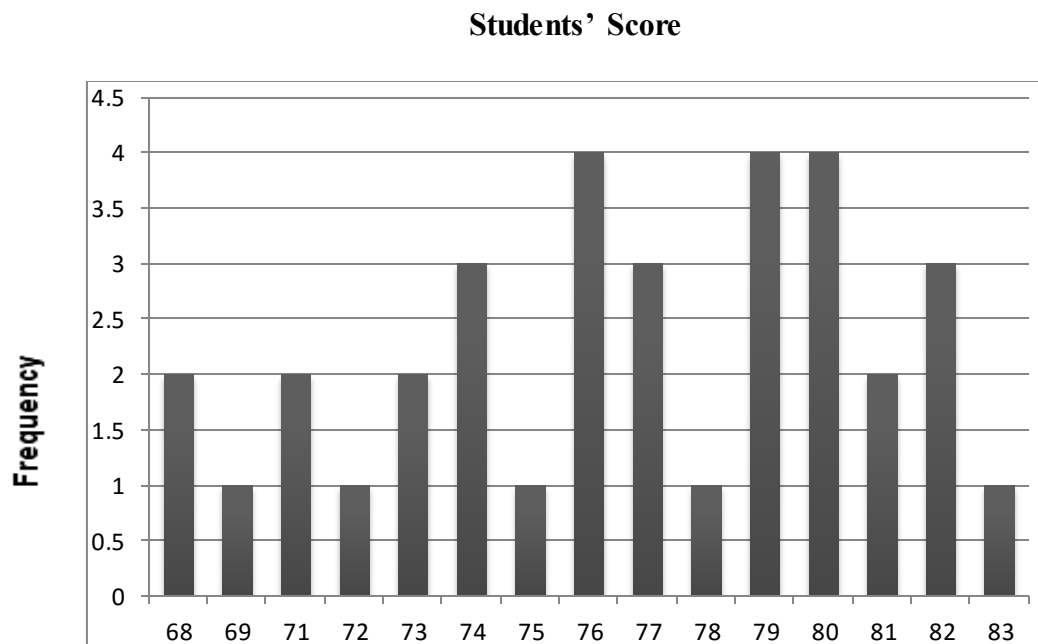


Figure 6
Result of the Post-Test in Control class

Based on the figure 6, it can be seen that from 35 students there were two students who got score 68, only one student who got score 69, there were two students who got score 71, only one students who got score 72, there were two students who got score 73, there were three students who got score 74, only one student who got score 75, there were four students who got score 76, there were three student who got score 77, only one student who got score 78, there were four students who got score 79, there were four students who got score 80, there were two students who got score 81, there were three students who got score 82, and only one student who got score 83. For the statistics of the result of post-test in experimental class, it can be seen on Table 6:

Table 6
Statistics of the Result of the Post-test in Control class

Statistics	Score
Mean	76.71
N	35

Minimum	68
Maximum	83
Median	77
Mode	76
Standard deviation	4.267
Variance	18.210

Based on the table 6 the mean of the post-test in control class was 76.71 and N was 35. The highest score was 83 and the lowest score was 68. The median score was 77 and mode score was 76. The standard deviation was 4.267 and variance was 18.210.

B. Data Analysis

1. Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not. The Hypotheses for the normality test are formulated as follow:

Ho: The data are normally distributed

Ha: The data are not normally distributed

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if $\text{sig} (P_{\text{value}}) \geq \alpha = 0.05$

Ha is accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 7
The Result of Normality Test of Experimental and Control Class

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
gain_score	experimental class	,969	35	.413
	control class	,968	35	.386

Based on the table above, it can be seen that Sig. $P_{(value)}$ for experimental class was 0.413 and Sig. (P_{value}) for control class was 0.386 and $\alpha = 0.05$. it means that Sig. $(P_{value}) > \alpha$ and H_o is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

After the data had normal distribution, the homogeneity test was used to know whether the data was homogeneous or not. Levene Test by using SPSS was used to know the homogeneity of the data.

Hypothesis for homogeneity test are formulated as follows:

H_o = the variances of the data are homogeneous.

H_a = the variances of the data are not homogeneous.

While the criteria for homogeneity test as follows:

H_o is accepted if sig $(P_{value}) \geq \alpha = 0.05$

H_a is accepted if sig $(P_{value}) < \alpha = 0.05$

Table 8
The Result of Homogeneity Test of Experimental and Control Class

Levene Statistic	df1	df2	Sig.
.371	1	68	.545

Based on the table above, it can be seen that $\text{Sig. (P}_{\text{value}}) = 0.545 > \alpha = 0.05$. It means that H_0 was accepted because $\text{Sig. (P}_{\text{value}}) = 0.545 > \alpha = 0.05$. The variances of the data are homogenous.

2. Result of Hypothetical Test

After the data was normal and homogenous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. In this case, statistical computation by using SPSS (Statistical Package for the Social Science) was used to analyze the data.

The hypotheses were:

H_0 : There is no significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year

H_a : There is a significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year

While the criteria for acceptance and rejection of the hypotheses were:

H_a is accepted if $\text{Sig. (P}_{\text{value}}) \leq \alpha = 0.05$

H_0 is accepted if $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

Table 9
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2,087	68	,041
2,087	67,619	,041

Based on the results obtained in the table above, it is clear that the value of significant generated Sig. (P_{value}) = 0.041 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Teacher Written and Oral Feedback toward Students' Descriptive writing ability at the Eighth Grade of MTsN 2 Bandar Lampung in 2018/2019 Academic Year.

C. Discussion

Teacher written and oral feedback is a combination technique to correct students' writing. Mack in Razali and Jupri say that written feedback is as any comments, questions, or error corrections that are written of students' assignment.¹ Hyland also gives explanation oral feedback can supplement the limitations one-way written feedback with opportunities for the teacher and the students to negotiate the meaning of a text through dialogue.² Consequently, the combination of these feedbacks not only involve about the students' errors in written form but also the students can get additional explanation about their mistakes and the teacher written feedback through oral feedback.

¹Razlina Razali and Rohaiza Jupri, "Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing", *Journal of Humanities and Social Science*, Vol 19, Mei 2014, p. 63

²Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.192

Teacher written and oral feedback has good influence to correct students' writing. It supported by previous research done by Kazemifar and Chakigar found that oral feedback has positive influence of enhancing learner's writing ability. In addition previous research conducted by Bitchener found that the combination of written feedback and conference feedback enabled the students to use the past simple tense and the definite article with significantly greater accuracy in new pieces of writing.³ In this present research, teacher written and oral feedback was used to correct students' descriptive writing and it result significant influence for students' descriptive writing ability.

According to the result of data analysis by using SPSS, the result showed that the mean score of pre-test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 65.9 and the mean score of control class was 63.6. It means that both of two classes had the same ability before they were given treatment. After treatment had been given to the students, the students also received post-test. The mean score of post-test in experimental class was 80.74 and the mean score of post-test in control class was 76.71. It means that the students' score has increased after giving treatment. Next, the data was analyzed to know the normality and homogeneity of the data. The result of normality and homogeneity test showed that the data was normal and homogenous, and then the data was tested by using independent sample t-test.

Based on the analysis of the data and testing the hypothesis, the result of calculation was found that the null hypothesis (H_o) was rejected and alternative

³John Bitchener, "The Effect of Different Types of Corrective Feedback on ESL Student Writing", *Journal of Second Language Writing*, Vol. 14, 2005, p. 202

hypothesis (H_a) was accepted. It means that the treatment had significant influence of using teacher written and oral feedback. From the analysis we knew that the students who got treatment by using teacher written and oral feedback got better score than the students who did not get teacher written and oral feedback in correcting their descriptive writing.

It is because through teacher written and oral feedback the students had the note about their errors and got more explanation about their errors. They also knew what they should do to correct their errors. As Nation said that written feedback provides a lasting record which can be used to measure progress and to act as a reminder.⁴ Nation also said that oral feedback may also be more effective in getting the writer's attention because it allows a dialogue to exist between the writer and the source of feedback.⁵ Thus teacher written feedback is the note for the students' errors and teacher oral feedback gives the students more explanation about their errors and also about the written feedback. So that they can rewrite their writing correctly and increase their writing ability. The teacher also can measure the progress of students writing from the first draft that is given teacher written feedback and the last draft after the students get teacher written and oral feedback.

Since teacher response to student writing are expected to help student develop their ideas fully and present them effectively, feedback needs to cover all aspects of students' written texts, including issues of content, organization, style,

⁴Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.139

⁵*Ibid.*

grammar, and mechanics.⁶ In this case, the students' writing received response on the five aspects of writing, they are: content, organization, vocabulary, language, and mechanic. The students' pre-test and post-test score had been analyzed that result the proportion of increase of the items on the five aspects of writing. It can be seen on Table 10.

Table 10
The Proportion of Increase of the Items on the Five Aspects of Writing

No	Writing Aspect	Pre-test	Post-test	Gain	Percentage
1	Language	519	671	152	30%
2	Vocabulary	513	644	131	26%
3	Content	536	639	103	21%
4	Organization	505	627	122	20%
5	Mechanic	220	236	16	3%

From the proportion of increase of the items on the five aspects of writing we know that the language aspect including the use of simple present tense, adjective, pronoun, and conjunction had the highest percentage of increase. This finding also supported by previous research done by Alvira found that regarding grammar, this was the aspect most frequently mentioned by the students and the one in which they showed significant progress.⁷ Bitchener also found:

The provision of full, explicit written feedback, together with individual conference feedback, resulted significantly greater accuracy when the past simple tense and the definite article were used in new pieces of writing. However, this was not the case with the use of prepositions. Whereas the

⁶Carlo Magno and Arceli M. Amarles, "Teachers' Feedback in Second Language Academic Writing Classrooms". *The International Journal of Educational and Psychology Assessment*, Vol.6 No. 4, January 2011, p.21

⁷Roberto Alvira, "The Impact of Oral and Written Feedback on EFL Writers With the Use of Screencats", *Profile Issues in Teachers' Professional Development*, Vol. 18, No. 2, March 2016, p. 88

use of the past simple tense and definite article are determined by sets of rules, those concerning the use of prepositions are more idiosyncratic.⁸

Thus, from the use of teacher written and oral feedback the students were easier to understand the explanation about language aspect because the explanation of language aspect was more concise and clearly than the other aspects.

In conclusion, there is significant influence of using teacher written and oral feedback towards students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year.

⁸John Bitchener, "The Effect of Different Types of Corrective Feedback on ESL Student Writing", *Journal of Second Language Writing*, Vol. 14, 2005, p. 201

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the pos-test was given to measure the influence of using teacher written and oral feedback towards students' descriptive writing ability in both classes after treatments done. The mean score of post-test in experimental class was 80.74 and the mean of post-test in control class was 76.71. It can be seen that the students' post-test score in experimental class was higher than students' post test score in control class.

In the previous chapter, the data was statistically analyzed. The result of the data analysis can be seen from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.041. It is lower than $\alpha=0.05$ and it means that H_0 is rejected and H_a accepted.

Based on the result of the data analysis, it can be concluded that there is significant influence of using teacher written and oral feedback toward students' descriptive writing ability at the eighth grade of MTsN 2 Bandar Lampung in 2018/2019 academic year.

B. Suggestion

Based on the result of this research, the suggestions are given to as follows:

1. Suggestion to the teacher
 - a. It was found out that teacher written and oral feedback can help students to encouraged their writing ability, thus the teacher can use this technique to correct students' writing

- b. In using teacher written and oral feedback, the teacher should use the time effectively and efficiently, so the students can get clear explanation of their errors and they can rewrite their writing correctly.
- 2. Suggestion to the students
 - a. The students should try hard and practice writing English in order to encourage their writing ability.
 - b. In oral feedback process, the students should be active to ask the teacher about their errors so that they can get clear explanation.
- 3. For the Other researchers
 - a. Teacher written and oral feedback was used to help students of Junior High school, especially in the eighth grade. Further other researchers should conduct this technique on different level of students.
 - b. Teacher written feedback was applied in individual and oral feedback in a small group based on their similarities of mistake. If the other researchers have much time, the other researchers can add more time in giving oral feedback so that the students can get enough explanation.

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Appendix 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDAR LAMPUNG
MADRASAH TSANAWIYAH NEGERI 2

Jl. Pulau Pisang No. 20 Korpri Jaya Sukarama Telp. (0721) 780135
 Website; mtsn2blampung.sch.id

**STUDENTS' WRITING SCORE OF THE EXCELLENT CLASS OF
 THE EIGHTH GRADE OF MTs NEGERI 2 BANDAR LAMPUNG
 IN 2018/2019 ACADEMIC YEAR**

Class : 8U1

NO	NAMA SISWA	KKM	NILAI SISWA
1	Abistha Nabel Nayaka Fatta	80	70
2	Achira Fadila	80	65
3	Afifah Hani Alkarimah	80	90
4	Aisyah Citra Ratna A.	80	80
5	Andung Aji Nugraha	80	75
6	Azwa Shakila	80	70
7	Calista Aninda wulandari	80	70
8	Daiva Suci Amalia	80	80
9	Deka Anasta Putri	80	70
10	Dinda Naafi Lathifa	80	85
11	Elza Putri Kirana	80	70
12	Faiz Zihni Fattah	80	80
13	Farkhan Nabel Makarim	80	70
14	Farrel Dzakwan Alghiffary	80	85
15	Farrel Eka Sampurna	80	75
16	Ferlien Syifa Azhari	80	70
17	Fitria Insani	80	65
18	Ihsan Nur Atqia	80	75
19	Intan Purnamasari	80	70
20	Iqlima Aulia Rahma	80	75
21	Khoirul Amri	80	65
22	Lucky Orvin Maradatua	80	90
23	Muhammad Habib Esa K.	80	70
24	Muhammad Rafi Firzatullah	80	70
25	Muhammad Rakha W	80	65
26	Najwa Syahirah R.	80	90
27	Nur Yasmin Azzahra	80	65
28	Qarirah Khansa	80	70
29	Raka Sebastian Musin	80	85
30	Rozita Izlina	80	75
31	Ryan Sugali	80	65

33	Sabrina Aulia Putri	80	90
34	Salma Naila H.	80	80
35	Shafa Kurnia Hafizhah	80	90
36	Talitha Roja	80	90

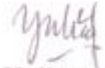
Mengetahui,
Kepala Sekolah

Parmadi, S.Pd., M.Pd.
NIP. 1967050319931006



Bandar Lampung, Maret 2019

Guru Bahasa Inggris


Yuliyanti, S.Pd.
NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDAR LAMPUNG
MADRASAH TSANAWIYAH NEGERI 2

Jl. Pulau Pisang No. 20 Korpri Jaya Sukarama Telp. (0721) 780135

Website; mtsn2blampung.sch.id

**STUDENTS' WRITING SCORE OF THE EXCELLENT CLASS OF
 THE EIGHTH GRADE OF MTs NEGERI 2 BANDAR LAMPUNG
 IN 2018/2019 ACADEMIC YEAR**

Class: 8U2

NO	NAMA SISWA	KKM	NILAI SISWA
1	Achmad Noval Savana V.	80	75
2	Adam Muttaqien	80	70
3	Ahmad Fairuz Rizky G.	80	90
4	Alya Rameyza Dianta	80	75
5	Andika Pratama	80	70
6	Aniqa Amalia Rahmawati W.	80	70
7	Ayu Safitriyani	80	65
8	Cinda Kamilah Harahap	80	90
9	Cinta Marsa Ramadhina	80	80
10	Dias Alfaida Lysandra R.	80	65
11	Dwiki Andalas Putra	80	80
12	Endriano Cetta Otareza S.	80	90
13	Eva Yunita Sari	80	70
14	Fatria Irawan	80	75
15	Firlina Violita	80	75
16	Harissa Cassandra M.	80	80
17	Helanisyia Kailah Putri	80	70
18	Hendriant Valentino A.	80	75
19	Janiansyah Rani	80	85
20	Kaela Resyahreina	80	80
21	Mardhatillah Ramadhani	80	70
22	M. Ariel Izha Tanjung	80	65
23	Muhammad Ghifar	80	75
24	Nadya Farah Nisrino	80	70
25	Nazuwa Udtha Nilsti	80	90
26	Nazwa Salsabila Hidayat	80	80
27	Raihan Al-Hamammi	80	75
28	Ramadhina Indah A.	80	90
29	Shifa Mutiara Ananda	80	70
30	Siti Nurhaliza Chardi S.	80	70
31	Syifa Mutiara Mahvi	80	85
32	Syifa Zakiyyah	80	65
33	Talitha Syahla	80	80
34	Tarangga Daffa E.	80	85

35	Zaskian Nur Ramadhani	80	90
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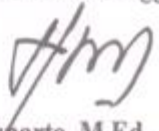
Mengetahui,
Kepala Sekolah



Tarmadi, S.Pd., M.Pd.
NIP. 1967050319931006

Bandar Lampung, Maret 2019

Guru Bahasa Inggris



Sunarto, M.Ed.
NIP. 196907561997041001

Appendix 2**INTERVIEW FOR THE ENGLISH TEACHER**

1. How long you have been teaching English?
2. Can you tell me your experience in teaching English especially in descriptive writing?
3. How is the students' score at grade 8 especially in descriptive writing?
4. How is the students' ability in descriptive writing?
5. Do you have problems in teaching descriptive writing? What are they?
6. Do you have special strategy on teaching descriptive writing?
7. How do you teach descriptive writing?
8. Do you correct your students' writing?
9. How do you respond to use written and oral feedback in correcting descriptive writing?

THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER

Name : Sunarto, M.Ed.

Day/Date : Friday, March 1st 2019

NO	QUESTION	ANSWER	CONCLUSION
1.	How long you have been teaching English?	I have been teaching English since I was a university student in 1991. I also ever taught various students from elementary until university students.	The teacher has been teaching English for 28 years and the teacher ever taught various students.
2.	Can you tell me your experience in teaching English especially in descriptive writing?	Yes of course. I have learnt much from my experience in teaching English. I found that most students confused for understanding the generic structures of descriptive text.	Most students confused about generic structures of descriptive text.
3.	How is the students' score at excellent class of the eighth grade especially in descriptive writing?	Some of students get score above Minimum Competence Criterion (MCC) and the others get score below Minimum Competence Criterion.	Some of students get good score but there are many students who get score below Minimum Competence Criterion.
4.	How is the students' ability in descriptive writing?	The students writing ability is still low. It is because their motivation to practice	The students' writing ability is still low.

		writing is low and their vocabulary is still lack.	
5.	Do you have problems in teaching descriptive writing? What are they?	<p>Yes I do. There are some problems that I face.</p> <p>They are:</p> <ol style="list-style-type: none"> 1. The students find difficulties in expressing their ideas. 2. The students vocabulary is still lack. 3. The students often do same mistake especially in using grammatical and mention generic structure of descriptive writing. 	Based on the interview, the researcher knows that there are some problems that is faced by the teacher in teaching writing. The students still cannot figure out their ideas into written form, their vocabulary is still lack, the students often do mistake in using grammar, and their understanding of generic structure is still low.
6.	Do you have special strategy on teaching descriptive writing?	I do not exactly, but sometimes I ask my students to go outside the class to find an object to be described. After the students found the object, I ask them to make a descriptive text.	Before the students write descriptive text, the teacher ask the students to find an object outside the class then ask them to make a descriptive text.
7.	Do you correct your students' writing?	Yes I do. It is because the students will ask their result of their writing	The teacher correct students' writing.

8.	How do you correct your students' writing?	I do not know exactly what is the name of the technique that I use to correct students writing. I only give circle to certain mistake of vocabulary and grammar, and I write the right one, and the end of writing I will make conclusion like "You should study harder!" and "Do not give up!"	The teacher give circle to students' mistake and write the right one of the students' mistake. Either the teacher write vague suggestion.
9.	How do you respond to use written and oral feedback in correcting descriptive writing?	I just use written feedback only. I think teacher written and oral feedback is good to be implemented.	The teacher give good respond about this technique.

THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER

Name : Yuliyanti, S.Pd.

Day/Date : Friday, March 1th 2019

NO	QUESTION	ANSWER	CONCLUSION
1.	How long you have been teaching English?	I have been teaching English since I was a university student in 2007.	The teacher has been teaching English for 12 years.
2.	Can you tell me your experience in teaching English especially in descriptive writing?	During I teach descriptive text, I found that my students always write descriptive text in simple sentence.	Most students write descriptive text in simple sentence.
3.	How is the students' score at grade 8 especially in descriptive writing?	Some of them are excellent, but many students still have low score.	Some of the students' score are good but the other is still low.
4.	How is the students' ability in descriptive writing?	As I said before some of them are excellent but many students still have low ability	The students' writing ability is still low
5.	Do you have problems in teaching descriptive writing? What are they?	Yes of course. The problems that I face are especially grammar and the content of writing 1. The students often face difficulties in using	Based on the interview, the researcher knows that there are some problems that is faced by the teacher in teaching writing. The

		<p>tobe, and they also face difficulties in using connection word.</p> <p>2. Beside grammar, they also face difficulties in putting their ideas accordance with generic structures of descriptive text.</p>	<p>students still have problems in using grammar and putting their ideas accordance with generic structures of descriptive text.</p>
6.	Do you have special technique on teaching descriptive writing?	I do not exactly the name of technique that I use to teach descriptive text. Before I ask them to write descriptive text, I give an example about descriptive text. After that I give them a picture, then I aks them to write descriptive text based on the picture that I give.	Before the students write descriptive text, the teacher give them an example of descriptive text. Then the teacher give the students a picture and ask them to write descriptive text.
7.	Do you correct your students' writing?	Yes of course.	The teacher correct students' writing.
8.	How do you correct your students' writing?	I do not know exactly what is the name of the technique that I use to correct students writing. I only give correction then I write the right one.	The teacher correct the students' writing and the teacher write the write one of the students' mistake.
9.	How do you respond	I think that it is a good	The teacher give good

	to use written and oral feedback in correcting descriptive writing?	technique. It is because the students will know more about their mistake and also they can give more explanation from their teacher.	respond about this technique.
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Appendix 3

THE RESULT OF QUESTIONNAIRES

No	Statement	Explanation				Conclusion
		SS	S	TS	STS	
1	Saya menyukai Bahasa Inggris	35%	10%	50%	5%	Most of the students do not like English.
2	Saya sering memperhatikan guru ketika guru menjelaskan materi pelajaran Bahasa Inggris	13%	57%	18%	12%	Most of the students focus when the teacher explain the materials.
3	Saya sering menghadapi kesulitan dalam belajar Bahasa Inggris	7%	57%	31%	5%	Most of the students face difficulties when they learn English.
4	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis khususnya descriptive writing	29%	13%	48%	10%	Most of the students do not think so that the teacher creates nice situation in learning writing.
5	Saya merasa bosan ketika belajar menulis bahasa inggris khususnya descriptive writing	25%	31%	25%	19%	Most of the students feel boring when they learn writing.
6	Saya suka diberikan tugas Bahasa Inggris khususnya descriptive writing	17%	28%	55%	0%	Most of the students do not like if the teacher gives them writing task.
7	Menuis descriptive writing mudah bagi saya	16%	22%	62%	0%	Most of the students stated that write a descriptive writing is difficult.
8	Saya mengalami kesulitan dalam menulis descriptive writing	6%	66%	44%	0%	Most of the students face difficulties when they write descriptive writing.
9	Saya mengalami kesulitan pada pengorganisasian dan meletakkan ide-ide yang sesuai dengan generic sturctures dalam menulis descriptive writing	15%	57%	26%	2%	Most of the students face difficulties in organizing and put the ideas accordance with generic structures of descriptive writing.

10	Saya mengalami kesulitan pada kosakata dan grammar dalam menulis	4%	71%	25%	0%	Most of the students lack of vocabulary and grammar.
11	Guru memberikan koreksian pada descriptive writing saya	61%	35%	4%	0%	Most of the students stated that their teacher often correct their writing.
12	Saya sangat menyukai cara guru dalam memberikan koreksian pada descriptive writing saya	7%	40%	53%	0%	Most of the students are less interesting to the teacher's technique when the teacher correct their writing

Note:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Appendix 4

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks 	16 JP	<ul style="list-style-type: none"> Buku teks wajib Keteladanan ucapan dan tindakan

<p>n fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif</p>	<p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p>	<p>sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. 	<p>deskriptif tentang orang, binatang, benda, pendek dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang 	<p>guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resources/files - <a 876="" 895="" 901="" 916"="" data-label="Page-Footer" href="http://learn </td></tr> </table> </div> <div data-bbox="> <p>103</p>
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<p>lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get</i>,</p>	<ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks nama orang, binatang, benda yang dideskripsikan sifat orang, binatang, benda yang dideskripsikan tindakan orang, binatang, benda yang dideskripsikan kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, 	<p>menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa 	<p>english.brishcpuncil.org/en/</p> <p>- https://www.google.com/</p>
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	<p><i>take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak 	<p>menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. 		
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		<p>dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif 	
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			<p>sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		
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Mengetahui,

Kepala Sekolah



Fahmadi, S.Pd., M.Pd.
NIP. 196705031993031006

Bandar Lampung,

2019

Guru Bahasa Inggris

Suparto, M.Ed.
NIP. 196907061997041001

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL CLASS

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Skill : Writing

Tema : Descriptive Text

Kelas/Semester : VIII/2

Alokasi Waktu : 8x40 menit (4 pertemuan)

A. KOMPETENSI INTI

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

- 3.10.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan
- 4.11.2 Siswa mampu memahami informasi yang ada di dalam descriptive text
- 4.12.3 Siswa mampu menulis descriptive text dengan dengan akurat dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah melakukan belajar mengajar siswa diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk deskriptif dan mampu menulis teks berbentuk descriptive dengan dengan akurat dan lancar.

E. MATERI AJAR

Terlampir

F. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Teknik : Teacher Written and Oral Feedback

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
KEGIATAN INTI (60 MENIT)	
Pre-Writing	
Mengamati (Observing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan gambar binatang dan <i>descriptive text</i> tentang binatang kepada siswa untuk diamati – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written and oral feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang hewan (my dog). 	<ul style="list-style-type: none"> – Siswa mengamati gambar binatang dan contoh <i>descriptive text</i> yang diberikan oleh guru – Siswa mengamati penjelasan dari guru tentang <i>descriptive text</i> dan <i>teacher written and oral feedback</i>. – Siswa mengamati penggunaan <i>teacher written and oral feedback</i> dalam mengoreksi <i>descriptive text</i>.

Menanya (Questioning)	
Teacher	Students
<ul style="list-style-type: none"> – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written and oral feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang hewan (my dog). 	<ul style="list-style-type: none"> – Siswa menanyakan tentang <i>descriptive text</i> dan <i>teacher written and oral feedback</i> kepada guru.
(Whilst-Writing)	
Mengumpulkan Informasi (exploring)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan sebuah gambar hewan (Elephant) kemudian siswa diminta untuk mengumpulkan informasi atau ide-ide yang berkaitan dengan gambar tersebut. 	<ul style="list-style-type: none"> – Siswa mengumpulkan informasi serta ide-ide berdasarkan gambar yang ada
Mengasosiasi atau Mengolah Informasi (association)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk membuat <i>descriptive text</i> berdasarkan informasi yang telah mereka dapatkan. 	<ul style="list-style-type: none"> – Dengan arahan guru, siswa membuat sebuah <i>descriptive text</i> berdasarkan informasi yang telah didapatkan.
Mengomunikasikan (Communicating)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta beberapa siswa untuk mempresentasikan <i>descriptive text</i> yang telah mereka buat di depan kelas 	<ul style="list-style-type: none"> – Siswa mempresentasikan <i>descriptive text</i> yang telah dibuat di depan kelas.
(Post writing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk mengumpulkan <i>descriptive text</i> yang telah dibuat – Guru memberikan <i>written feedback</i> pada beberapa <i>descriptive text</i> yang telah dibuat oleh siswa dan <i>descriptive text</i> milik siswa yang lain dikoreksi dan diberi <i>written feedback</i> di rumah guru karena keterbatasan waktu 	<ul style="list-style-type: none"> – Siswa mengumpulkan <i>descriptive text</i> yang telah dibuat.

PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. – Guru menutup pelajaran dengan memberikan salam 	<ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. – Siswa menjawab salam.

Pertemuan II

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
KEGIATAN INTI (60 MENIT)	
(Post writing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru mengembalikan <i>descriptive text</i> yang telah dibuat siswa pada pertemuan sebelumnya – Guru membagi siswa dalam 5 kelompok berdasarkan kesamaan kesalahan siswa dalam menulis <i>descriptive text</i> – Secara bergantian, guru memberikan <i>oral feedback</i> pada 	<ul style="list-style-type: none"> – Siswa menerima dan memahami hasil koreksian guru – Siswa membentuk kelompok-kelompok berdasarkan kesamaan kesalahan mereka dalam menulis <i>descriptive text</i> – Siswa menerima penjelasan dan klarifikasi dari <i>written feedback</i> yang diberikan guru secara

<p>setiap kelompok dengan diberikan penjelasan lebih mengenai kesalahan mereka dan klarifikasi dari <i>written feedback</i> yang telah diberikan guru</p> <ul style="list-style-type: none"> – Guru meminta siswa pada setiap kelompok yang sudah diberikan <i>written</i> dan <i>oral feedback</i> untuk menulis kembali <i>descriptive text</i> mereka. 	<p>bergantian (satu kelompok berada di dalam kelas, kelompok yang lain boleh diluar kelas)</p> <ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang masih belum dipahami tentang kesalahan mereka maupun <i>written feedback</i> yang ditulis oleh guru – Siswa menulis ulang <i>descriptive text</i> mereka setelah mendapatkan <i>written</i> dan <i>oral feedback</i> dari guru
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. – Guru menutup pelajaran dengan memberikan salam 	<ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. – Siswa menjawab salam.

Pertemuan III

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

KEGIATAN INTI (60 MENIT)	
Pre-Writing	
Mengamati (Observing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan gambar orang dan <i>descriptive text</i> tentang orang kepada siswa untuk diamati – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written and oral feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang orang (Lionel Messi) 	<ul style="list-style-type: none"> – Siswa mengamati gambar orang dan contoh <i>descriptive text</i> yang diberikan oleh guru – Siswa mengamati penjelasan dari guru tentang <i>descriptive text</i> dan <i>teacher written and oral feedback</i>. – Siswa mengamati penggunaan <i>teacher written and oral feedback</i> dalam mengoreksi <i>descriptive text</i>.
Menanya (Questioning)	
Teacher	Students
<ul style="list-style-type: none"> – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written and oral feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang orang (Lionel Messi) 	<ul style="list-style-type: none"> – Siswa menanyakan tentang <i>descriptive text</i> dan <i>teacher written and oral feedback</i> kepada guru.
(Whilst-Writing)	
Mengumpulkan Informasi (exploring)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan sebuah gambar orang (Iqbal Ramadhan) kemudian siswa diminta untuk mengumpulkan informasi atau ide-ide yang berkaitan dengan gambar tersebut 	<ul style="list-style-type: none"> – Siswa mengumpulkan informasi serta ide-ide berdasarkan gambar yang ada
Mengasosiasi atau Mengolah Informasi (association)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk membuat <i>descriptive text</i> berdasarkan informasi yang telah mereka dapatkan. 	<ul style="list-style-type: none"> – Dengan arahan guru, siswa membuat sebuah <i>descriptive text</i> berdasarkan informasi yang telah didapatkan.
Mengomunikasikan (Communicating)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta beberapa siswa untuk mempresentasikan <i>descriptive text</i> yang telah mereka 	<ul style="list-style-type: none"> – Siswa mempresentasikan <i>descriptive text</i> yang telah dibuat di depan kelas.

buat di depan kelas	
(Post writing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk mengumpulkan <i>descriptive text</i> yang telah dibuat – Guru memberikan <i>written feedback</i> pada beberapa <i>descriptive text</i> yang telah dibuat oleh siswa dan <i>descriptive text</i> milik siswa yang lain dikoreksi dan diberi <i>written feedback</i> di rumah guru karena keterbatasan waktu 	<ul style="list-style-type: none"> – Siswa mengumpulkan <i>descriptive text</i> yang telah dibuat.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. – Guru menutup pelajaran dengan memberikan salam 	<ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. – Siswa menjawab salam.

Pertemuan IV

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi

	dan penjelasan uraian kegiatan sesuai silabus
KEGIATAN INTI (60 MENIT)	
(Post writing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru mengembalikan <i>descriptive text</i> yang telah dibuat siswa pada pertemuan sebelumnya – Guru membagi siswa dalam 5 kelompok berdasarkan kesamaan kesalahan siswa dalam menulis <i>descriptive text</i> – Secara bergantian, guru memberikan <i>oral feedback</i> pada setiap kelompok dengan diberikan penjelasan lebih mengenai kesalahan mereka dan klarifikasi dari <i>written feedback</i> yang telah diberikan guru – Guru meminta siswa pada setiap kelompok yang sudah diberikan <i>written</i> dan <i>oral feedback</i> untuk menulis ulang <i>descriptive text</i> mereka. – Guru memberitahu perkembangan kemampuan siswa dalam membuat <i>descriptive text</i> sejak pertemuan pertama sampai pertemuan ke empat. 	<ul style="list-style-type: none"> – Siswa menerima dan memahami <i>written feedback</i> yang diberikan guru – Siswa membentuk kelompok-kelompok berdasarkan kesamaan kesalahan mereka dalam menulis <i>descriptive text</i> – Siswa memperhatikan penjelasan dan klarifikasi dari <i>written feedback</i> yang diberikan guru secara bergantian (satu kelompok berada di dalam kelas, kelompok yang lain boleh diluar kelas) – Siswa menanyakan hal-hal yang masih belum dipahami tentang kesalahan mereka maupun <i>written feedback</i> yang ditulis oleh guru – Siswa menulis ulang <i>descriptive text</i> mereka setelah mendapatkan <i>written</i> dan <i>oral feedback</i> dari guru – Siswa memperhatikan penjelasan guru tentang perkembangan kemampuan menulis mereka.
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menutup pelajaran dengan memberikan salam 	<ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. – Siswa menjawab salam.

H. Media, Alat, dan Sumber Belajar

Media : Gambar, teks deskriptif

Alat : Papan tulis, spidol

Sumber belajar : Buku bahasa inggris “When English Rings a Bell” eighth grade

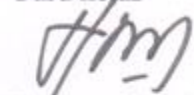
I. Penilaian

- a. Jenis tagihan : Post-test
- b. Bentuk instrument : Essay
- c. Instrument : Terlampir dibawah ini
- d. Bentuk penilaian
 1. Content (0-20)
 2. Organization (0-20)
 3. Vocabulary (0-20)
 4. Language (5-30)
 5. Mechanics (0-10)

Bandar Lampung,

2019

Guru kelas



Sunarto, M.Ed.

NIP.196907561997041001

Mahasiwa Penelitian



Riani Faniyanti

NPM.1511040319

Mengetahui

Kepala Madrasah Negeri 2 Bandar Lampung



Pasbadi, S.Pd., M.Pd.
NIP. 1967050319931006

Lampiran-Lampiran

1. Materi ajar

- **Descriptive Text**

Descriptive text is used to describe a particular people, places, things or animals.

- **Generic Structure of Descriptive Text**

- Identification : describe general information about the topic
- Description : describe specific information about the topic

- **Language Features in Descriptive Text**

- Use adjective (beautiful, handsome, smart, kind, friendly,)
- Use simple present tense (nominal: to be : am, is, are and verbal: verb 1)
- Use specific participant (my cat, my book,) or general participant (cats, books)
- Use conjunction (and, but, so, ...)

The Example of Picture and Descriptive Text about Animal



My Dog

Identification :

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

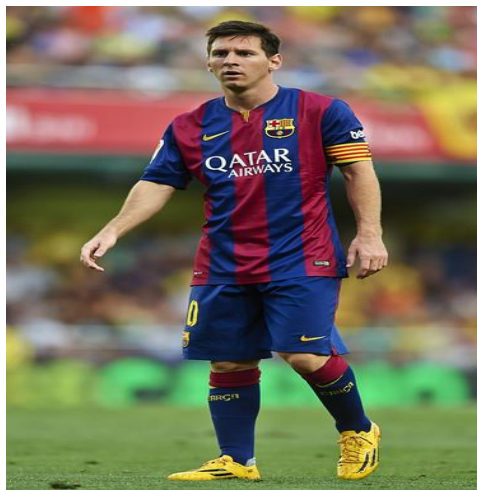
Description :

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to other side. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my hpuse. Whenever Broni hears these sound, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

<http://brechonana.blogspot.com/contoh-descriptive-text-bahasa-inggris.html>

The Example of Picture and Descriptive Text about Someone



Lionel Messi

Identification :

Lionel Andrés “Leo” Messi Cuccittini is an Argentine professional footballer who plays for Spanish club FC Barcelona and the Argentina national team as a second striker. He is also the captain of his national team. He is considered as the most popular footballer in the world in this era.

Description :

Messi was Born on June 24, 1987 in Rosario, Argentina. He is 1.70 m tall and he is 60 kg weight footballer. He has a fabulous career in football because he has a fabulous skill as a footballer. His salary is nearly 20 million EUR for a football season.

Often considered as the best player in the world and rated by some sport journalists as the greatest footballer of all time, Messi is the first footballer in history to win four FIFA/Ballons d’Or and the first to win three European Golden Shoe awards. With his team, FC Barcelona, Messi has won some trophies such as La Liga, Copa del Rey, Supercopa de España, UEFA Champions League, FIFA Club World Cups, and UEFA Super Cups.

Messi is the only footballer to top-score in four consecutive Champions League seasons, and also awarded a record for the most hat-tricks scorer in this competition. His playing style and stature have drawn comparisons to his compatriot from Argentina, Diego Maradona, who himself predicted Messi as his “successor”.

http://lesmusikterbaik.blogspot.com/2017/02/kumpulan-contoh-descriptive-text_25.html

2. Instrumen Penilaian

Instrument pertemuan pertama:

Make a descriptive text about this picture, the text contains 100 or more words!



Instrument pertemuan kedua:

Make a descriptive text about this picture, the text contains 100 or more words!



Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL CLASS

Satuan Pendidikan : MTs Negeri 2 Bandar Lampung

Mata Pelajaran : Bahasa Inggris

Skill : Writing

Tema : Descriptive Text

Kelas/Semester : VIII/2

Alokasi Waktu : 4x40 menit (2 pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.
- 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR

- 3.10.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan
- 4.11.2 Siswa mampu memahami informasi yang ada di dalam descriptive text
- 4.12.3 Siswa mampu menulis descriptive text dengan dengan akurat dan lancar.

D. TUJUAN PEMBELAJARAN

Setelah melakukan belajar mengajar siswa diharapkan mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks berbentuk deskriptif dan mampu menulis teks berbentuk descriptive dengan dengan akurat dan lancar.

E. MATERI AJAR

Terlampir

F. Metode Pembelajaran

Pendekatan : Scientific Approach

Teknik : Teacher Written Feedback

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
KEGIATAN INTI (60 MENIT)	
Pre-Writing	
Mengamati (Observing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan gambar binatang dan <i>descriptive text</i> tentang binatang kepada siswa untuk diamati – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang hewan (my dog). 	<ul style="list-style-type: none"> – Siswa mengamati gambar binatang dan contoh <i>descriptive text</i> yang diberikan oleh guru – Siswa mengamati penjelasan dari guru tentang <i>descriptive text</i> dan <i>teacher written feedback</i>. – Siswa mengamati penggunaan <i>teacher written feedback</i> dalam mengoreksi <i>descriptive text</i>.
Menanya (Questioning)	
Teacher	Students
<ul style="list-style-type: none"> – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written feedback</i> 	<ul style="list-style-type: none"> – Siswa menanyakan tentang <i>descriptive text</i> dan <i>teacher written feedback</i> kepada guru.

dan memberikan contoh penggunaanya dalam mengoreksi <i>descriptive text</i> tentang hewan (my dog).	
(Whilst-Writing)	
Mengumpulkan Informasi (exploring)	
Teacher	Students
– Guru menunjukkan sebuah gambar hewan (Elephant) kemudian siswa diminta untuk mengumpulkan informasi atau ide-ide yang berkaitan dengan gambar tersebut.	– Siswa mengumpulkan informasi serta ide-ide berdasarkan gambar yang ada
Mengasosiasi atau Mengolah Informasi (association)	
Teacher	Students
– Guru meminta siswa untuk membuat <i>descriptive text</i> berdasarkan informasi yang telah mereka dapatkan.	– Dengan arahan guru, siswa membuat sebuah <i>descriptive text</i> berdasarkan informasi yang telah didapatkan.
Mengomunikasikan (Communicating)	
Teacher	Students
– Guru meminta beberapa siswa untuk mempresentasikan <i>descriptive text</i> yang telah mereka buat di depan kelas	– Siswa mempresentasikan <i>descriptive text</i> yang telah dibuat di depan kelas.
(Post writing)	
Teacher	Students
– Guru meminta siswa untuk mengumpulkan <i>descriptive text</i> yang telah dibuat – Guru memberikan <i>written feedback</i> pada beberapa <i>descriptive text</i> yang telah dibuat oleh siswa dan <i>descriptive text</i> milik siswa yang lain dikoreksi dan diberi <i>written feedback</i> di rumah guru karena keterbatasan waktu	– Siswa mengumpulkan <i>descriptive text</i> yang telah dibuat.
PENUTUP (10 Menit)	
Teacher	Students
– Guru menanyakan kepada siswa tentang apa yang telah dipelajari	– Siswa menanyakan hal-hal yang belum dimengerti berkaitan

<p>hari ini.</p> <ul style="list-style-type: none"> – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. – Guru menutup pelajaran dengan memberikan salam 	<p>dengan materi.</p> <ul style="list-style-type: none"> – Siswa menjawab salam.
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Pertemuan II

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Salam, Tegur Sapa	<ul style="list-style-type: none"> – Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, mengambil sampah yang masih terlihat – Guru memotivasi peserta didik agar lebih fokus dalam mengikuti proses pembelajaran – Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus
KEGIATAN INTI (60 MENIT)	
Pre-Writing	
Mengamati (Observing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan gambar orang dan <i>descriptive text</i> tentang orang kepada siswa untuk diamati – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written feedback</i> dan memberikan contoh penggunaannya dalam mengoreksi <i>descriptive text</i> tentang gambar orang (Lionel Messi) 	<ul style="list-style-type: none"> – Siswa mengamati gambar orang dan contoh <i>descriptive text</i> yang diberikan oleh guru – Siswa mengamati penjelasan dari guru tentang <i>descriptive text</i> dan <i>teacher written feedback</i>. – Siswa mengamati penggunaan <i>teacher written feedback</i> dalam mengoreksi <i>descriptive text</i>

Menanya (Questioning)	
Teacher	Students
<ul style="list-style-type: none"> – Guru memberikan penjelasan tentang <i>descriptive text</i> – Guru memberikan penjelasan tentang <i>teacher written feedback</i> dan memberikan contoh penggunaanya dalam mengoreksi <i>descriptive text</i> tentang gambar orang (Lionel Messi) 	<ul style="list-style-type: none"> – Siswa menanyakan tentang <i>descriptive text</i> dan <i>teacher written feedback</i> kepada guru.
(Whilst-Writing)	
Mengumpulkan Informasi (exploring)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menunjukkan sebuah gambar orang (Iqbal Ramadhan) kemudian siswa diminta untuk mengumpulkan informasi atau ide-ide yang berkaitan dengan gambar tersebut. 	<ul style="list-style-type: none"> – Siswa mengumpulkan informasi serta ide-ide berdasarkan gambar yang ada
Mengasosiasi atau Mengolah Informasi (association)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk membuat <i>descriptive text</i> berdasarkan informasi yang telah mereka dapatkan. 	<ul style="list-style-type: none"> – Dengan arahan guru, siswa membuat sebuah <i>descriptive text</i> berdasarkan informasi yang telah didapatkan.
Mengomunikasikan (Communicating)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta beberapa siswa untuk mempresentasikan <i>descriptive text</i> yang telah mereka buat di depan kelas 	<ul style="list-style-type: none"> – Siswa mempresentasikan <i>descriptive text</i> yang telah dibuat di depan kelas.
(Post writing)	
Teacher	Students
<ul style="list-style-type: none"> – Guru meminta siswa untuk mengumpulkan <i>descriptive text</i> yang telah dibuat – Guru memberikan <i>written feedback</i> pada beberapa <i>descriptive text</i> yang telah dibuat oleh siswa dan <i>descriptive text</i> milik siswa yang lain dikoreksi dan diberi <i>written feedback</i> di 	<ul style="list-style-type: none"> – Siswa mengumpulkan <i>descriptive text</i> yang telah dibuat.

rumah guru karena keterbatasan waktu	
PENUTUP (10 Menit)	
Teacher	Students
<ul style="list-style-type: none"> – Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini. – Guru menyimpulkan hasil pembelajaran hari ini. – Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. – Guru menutup pelajaran dengan memberikan salam 	<ul style="list-style-type: none"> – Siswa menanyakan hal-hal yang belum dimengerti berkaitan dengan materi. – Siswa menjawab salam.

H. Media, Alat, dan Sumber Belajar

Media : Gambar, teks deskriptif

Alat : Papan tulis, spidol

Sumber belajar : Buku bahasa inggris “When English Rings a Bell” eighth grade

I. Penilaian

- a. Jenis tagihan : Post-test
- b. Bentuk instrument : Essay
- c. Instrument : Terlampir dibawah ini
- d. Bentuk penilaian
 1. Content (0-20)
 2. Organization (0-20)
 3. Vocabulary (0-20)

4. Language (5-30)
5. Mechanics (0-10)

Bandar Lampung,

2019

Guru kelas

Mahasiwa Penelitian

Yulianti, S.Pd.

NIP. 197907012007102005

Riani Faniyanti

NPM.1511040319

Mengetahui

Kepala MTs Negeri 2 Bandar Lampung

Parsonadi, S.Pd., M.Pd.

NIP. 1967050319931006

Lampiran-Lampiran

1. Materi ajar

- **Descriptive Text**

Descriptive text is used to describe a particular people, places, things or animals.

- **Generic Structure of Descriptive Text**

- Identification : describe general information about the topic
- Description : describe specific information about the topic

- **Language Features in Descriptive Text**

- Use adjective (beautiful, handsome, smart, kind, friendly,)
- Use simple present tense (nominal: to be : am, is, are and verbal: verb 1)
- Use specific participant (my cat, my book,) or general participant (cats, books)
- Use conjunction (and, but, so, ...)

The Example of Picture and Descriptive Text about Animal



My Dog

Identification :

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Description :

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to other side. Whenever I see these signs, I immediately give him a meal and some bones to eat.

Broni also likes the chirping sound of birds that reside on the tree in front of my hpuse. Whenever Broni hears these sound, he barks and goes towards the direction where the chirping sound comes. His black eyes will light up with excitement whenever he sees the birds begin to make the beautiful sound.

<http://brechonana.blogspot.com/contoh-descriptive-text-bahasa-inggris.html>

The Example of Picture and Descriptive Text about Someone



Lionel Messi

Identification :

Lionel Andrés “Leo” Messi Cuccittini is an Argentine professional footballer who plays for Spanish club FC Barcelona and the Argentina national team as a second striker. He is also the captain of his national team. He is considered as the most popular footballer in the world in this era.

Description :

Messi was Born on June 24, 1987 in Rosario, Argentina. He is 1.70 m tall and he is 60 kg weight footballer. He has a fabulous career in football because he has a fabulous skill as a footballer. His salary is nearly 20 million EUR for a football season.

Often considered as the best player in the world and rated by some sport journalists as the greatest footballer of all time, Messi is the first footballer in history to win four FIFA/Ballons d’Or and the first to win three European Golden Shoe awards. With his team, FC Barcelona, Messi has won some trophies such as La Liga, Copa del Rey, Supercopa de España, UEFA Champions League, FIFA Club World Cups, and UEFA Super Cups.

Messi is the only footballer to top-score in four consecutive Champions League seasons, and also awarded a record for the most hat-tricks scorer in this competition. His playing style and stature have drawn comparisons to his compatriot from Argentina, Diego Maradona, who himself predicted Messi as his “successor”.

http://lesmusikterbaik.blogspot.com/2017/02/kumpulan-contoh-descriptive-text_25.html

2. Instrumen Penilaian

Instrument pertemuan pertama:

Make a descriptive text about this picture, the text contains 100 or more words!



Instrument pertemuan kedua:

Make a descriptive text about this picture, the text contains 100 or more words!



Appendix 7

INSTRUMENT FOR PRE-TEST (Before Validation)

Subject : English

Skill : Writing

Time allocation : 60 minute

Directions :

1. Write your name and your class on the paper
2. Use your time effectively and work individually!

Instructions:

1. Choose the topic! *one of the*
 - a. Cat *Si treatment*
 - b. Ria Ricis *Animals Person can?*
2. Write and Develop it into a descriptive text that consists of 100 or more words on piece of paper and submit it to the teacher! *Chapter 3 yn?*

3. Make a descriptive text by using generic structure that consists of identification and description!
4. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).

**INSTRUMENT FOR PRE-TEST
(After Validation)**

Subject : English

Skill : Writing

Time allocation : 60 minute

Directions :

1. Write your name and your class on the paper!
2. Use your time effectively and work individually!

Instructions:

1. Choose one of the topics!
 - a. My Cat**
 - b. Ria Ricis**
2. Write and Develop it into a descriptive text that consists of 100 or more words on piece of paper and submit it to the teacher!
3. Make a descriptive text by using generic structure that consists of identification and description!
4. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).

Appendix 8**INSTRUMENT FOR POST-TEST**

Subject : English

Skill : Writing

Time allocation : 60 minute

Directions :

1. Write your name and your class on the paper!
2. Use your time effectively and work individually!

Instructions:

1. Choose one of the topics!
 - a. My Rabbit**
 - b. Atta Halilintar**
2. Write and Develop it into a descriptive text that consists of 100 or more words on piece of paper and submit it to the teacher!
3. Make a descriptive text by using generic structure that consists of identification and description!
4. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).

Appendix 9**THE PICTURE OF THE TOPIC FOR PRE-TEST AND POST-TEST****RIA RICIS**

MY CAT



MY RABBIT



Atta Halilintar



Appendix 10

EXPERT VALIDATION FORM FOR WRITING TEST (Before Validation)

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No	Question	Yes	No	Comments
1	Is the time allocation quite enough?			
2	Are the direction and the instructions of test instrument clear enough?			
3	Are the topics appropriate?			
4	Do the indicators in the test instrument have covered generic structure that consists of identification and description measured?			
5	Do the indicators in the test instrument have covered all aspects of writing that consists of content, organization, vocabulary, language, and mechanics?			

General Comments

Please give any general comment or suggestions you may have concerning this test development

.....

.....

.....

Bandar Lampung,
Validator,

2019

Nurul Puspita, M.Pd
NIP.19890717201532004

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Appendix 10

EXPERT VALIDATION FORM FOR WRITING TEST (Before Validation)

Direction:

For each question, please give your response by ticking (✓) a box representing your choice.

No	Question	Yes	No	Comments
1	Is the time allocation quite enough?	✓		
2	Are the direction and the instructions of test instrument clear enough?	✓		
3	Are the topics appropriate?	✓		
4	Do the indicators in the test instrument have covered generic structure that consists of identification and description measured?	✓		
5	Do the indicators in the test instrument have covered all aspects of writing that consists of content, organization, vocabulary, language, and mechanics?	✓		

General Comments

Please give any general comment or suggestions you may have concerning this test development

.....

Bandar Lampung,
Validator

2019



Nurul Puspita, M.Pd
NIP.198907172015032004

Appendix 11

READABILITY OF THE WRITING TEST

Name : Aditya chandra wijaya

Class : VIII A

Based on the instrument of essay writing test, please answer the following question

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda memahami alokasi waktu yang diberikan?	✓		3	
2	Apakah petunjuk dan instruksi pada instrument test cukup jelas?	✓		3	
3	Apakah anda memahami topic yang diberikan?	✓		3	
4	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari identification dan description?	✓		3	
5	Apakah anda memahami aspect pada penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanic?	✓		5	

*1 describes an item that is easy to read and 10 describes an item that is difficult

READABILITY OF THE WRITING TEST

Name : Mahesti Mira A

Class : VIII A

Based on the instrument of essay writing test, please answer the following question

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda memahami alokasi waktu yang diberikan?	✓		1	
2	Apakah petunjuk dan instruksi pada instrument test cukup jelas?	✓		2	
3	Apakah anda memahami topic yang diberikan?	✓		1	
4	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari identification dan description?	✓		3	
5	Apakah anda memahami aspect pada penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanic?	✓		4	

*1 describes an item that is easy to read and 10 describes an item that is difficult

READABILITY OF THE WRITING TEST

Name : Rafli Riski Mahardika

Class : 8A

Based on the instrument of essay writing test, please answer the following question

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda memahami alokasi waktu yang diberikan?	✓		3	
2	Apakah petunjuk dan instruksi pada instrument test cukup jelas?	✓		3	
3	Apakah anda memahami topic yang diberikan?	✓		3	
4	Apakah anda memahami generic structure dalam descriptive text yang terdiri dari identification dan description?	✓		3	
5	Apakah anda memahami aspect pada penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanic?	✓		4	

*1 describes an item that is easy to read and 10 describes an item that is difficult

Appendix 12

The Result of Readability Test

No	Students' Name	Questions and Scale					Total	Mean
		1	2	3	4	5		
1	Abdul Jabar Hartasena	3	3	3	3	6	18	3.6
2	Adelia Khoirunnisa	2	3	2	4	5	16	3.2
3	Aditya Chandra W.	3	3	3	3	5	17	3.4
4	Ahmad Syahril aidil B.	4	3	3	5	4	19	3.8
5	Aisya Al-Mahri	3	4	3	5	5	20	4
6	Alya	3	3	3	3	3	15	3
7	Anneke Lulu Q.	5	5	4	3	5	22	4.4
8	Bagus Darwawan	4	4	4	3	3	18	3.6
9	Chika Ramadhani	3	4	3	5	5	20	4
10	Dliya Atiqah	3	3	4	5	4	19	3.8
11	Dwivania Naila H.	1	2	2	4	5	14	2.8
12	Faliza Inesia Revalina	2	2	1	3	4	12	2.4
13	Fathan Ayu	1	2	1	4	5	13	2.6
14	Feby Yolanda Putri	3	4	3	7	4	21	4.2
15	Isma A.	4	4	3	5	5	21	4.2
16	Ivan Wijaya	3	4	3	3	4	17	3.4
17	Jauzaa Fakhri S.	2	4	1	3	3	13	2.6
18	Khalisa	3	3	4	6	4	20	4
19	Mahesti Mira A.	1	2	1	3	4	11	2.2
20	M. Akbar Nur Aziz	2	2	3	4	5	16	3.2
21	M. Bintang Ramadhan	3	3	3	4	5	18	3.6
22	M. Gibran Zaidani S.	2	3	1	3	4	13	2.6
23	M. Husam Fikri	3	3	4	4	5	19	3.8
24	M. Ikhsan Bryantama	1	1	1	3	4	10	2
25	Nabila Putri	1	3	2	3	4	13	2.6

26	Nadira Azzahra	1	2	1	4	5	13	2.6
27	Naila Anggraini	4	4	5	4	3	20	4
28	Naura Salma Todi	4	3	1	5	5	18	3.6
29	Putri Aulia Zahra	3	4	4	4	6	21	4.2
30	Rafli Riski Mahardika	3	3	3	3	4	16	3.2
31	Randika Arya H.	4	4	4	3	5	20	4
32	Sarah Armenika	4	3	3	4	3	17	3.4
33	Saskia Zasila	1	2	1	3	6	13	2.6
34	Tania Raudhatul J.	1	3	1	4	3	12	2.4
35	Tiara Sapina	4	4	3	5	4	20	4
Total Mean								113.9
Mean								3.25

Note:

Question

1. Apakah anda memahami alokasi waktu yang diberikan?
2. Apakah petunjuk dan instruksi pada instrument test cukup jelas?
3. Apakah anda memahami topic yang diberikan?
4. Apakah anda memahami generic structure dalam descriptive text yang terdiri dari identification dan description?
5. Apakah anda memahami aspect pada penulisan yang terdiri dari content, organization, vocabulary, language, dan mechanic?

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4,46, the instrument is quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above is 3,25 (lower than 4,46), it means that the instrument is readable.

Appendix 13

The Assessment Scale of Writing Work

Area	Score	Descriptor
Task Fulfillment/Content	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number,

		word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Final score = C + O + V + L + M / 20 + 20 + 20 + 30 + 10 = 100

Note:

C (content)	: 20
O (organization)	: 20
V (vocabulary)	: 20
L (language)	: 30
M (mechanics)	: 10
Total	: 100

Appendix 14

Feedback Strategies

Feedback strategies can vary in. . .	In these ways . . .	Recommendation for good feedback
Timing	<ul style="list-style-type: none"> • When given • How often 	<ul style="list-style-type: none"> • Provide immediate feedback for knowledge of facts (right/wrong) • Delay feedback slightly for more comprehensive reviews of student thinking and processing • Never delay feedback beyond when it would make a difference to students • Provide feedback as often as is practical, for all major assignments.
Amount	<ul style="list-style-type: none"> • How many points made • How much about each point 	<ul style="list-style-type: none"> • Prioritize-pick the most important points • Choose points relate to major learning goals • Consider the student's developmental level
Mode	<ul style="list-style-type: none"> • Oral • Written • Visual/demonstration 	<ul style="list-style-type: none"> • Select the best mode for message. Would a comment in passing the student's desk suffice? Is a conference need? • Interactive feedback (talking with the student) is best when possible. • Give written feedback in written work or on assignment cover sheets. • Use demonstration if "how to do something" is an issue or if the student needs an example.
Audience	<ul style="list-style-type: none"> • Individual • Group/class 	<ul style="list-style-type: none"> • Individual feedback says, "The teacher values my teaching" • Group/class feedback on assignment, which presents an opportunity for re-teaching.

Appendix 15

Aspects of Good Teacher Written Feedback

Aspects	Purpose	Example of Good Feedback Clarity	Example of Bad Feedback Clarity
Clarity	<ul style="list-style-type: none"> To maximize the chances that students will understand Feedback 	<ul style="list-style-type: none"> Using simple vocabulary and sentence structure Writing or speaking on the student's developmental level Checking that the student understands the feedback 	<ul style="list-style-type: none"> Using big words and complicated sentences Writing to show what you know, not what the student needs Assuming the student understands the feedback
Specificity	<ul style="list-style-type: none"> To give guidance but not to the work for the student To give suggestions that are specific enough so that the student can take concrete next steps 	<ul style="list-style-type: none"> Using a lot of nouns and descriptive adjectives Describing concepts or criteria Describing learning strategies that may be useful 	<ul style="list-style-type: none"> Using a lot of pronouns (this, that) Copyediting or correcting every error Making vague suggestions ("study harder")
Tone and word choice	<ul style="list-style-type: none"> To communicate respect for the student as a learner To position the student as an agent (active, not passive) To inspire thought, curiosity, or wondering 	<ul style="list-style-type: none"> Using words and phrases that assume the students is an active learner Asking questions Sharing what you are wondering about 	<ul style="list-style-type: none"> Using words and phrases that "lecture" or "boss" Telling the student what to do-leaving nothing up to the student's choice Assuming that your feedback is the last word, the final expert opinion

Appendix 16**Class: 8U2****THE NAME OF STUDENTS IN EXPERIMENTAL CLASS**

NO	Students' Name	Code
1	Achmad Noval Savana V.	A1
2	Adam Muttaqien	A2
3	Ahmad Fairuz Rizky G.	A3
4	Alya Rameyza Dianta	A4
5	Andika Pratama	A5
6	Aniqa Amalia Rahmawati W.	A6
7	Ayu Safitriyani	A7
8	Cinda Kamilah Harahap	A8
9	Cinta Marsa Ramadhina	A9
10	Dias Alfaida Lysandra R.	A10
11	Dwiki Andalas Putra	A11
12	Endriano Cetta Otareza S.	A12
13	Eva Yunita Sari	A13
14	Fatria Irawan	A14
15	Firlina Violita	A15
16	Harissa Cassandra M.	A16
17	Helanisya Kailah Putri	A17
18	Hendriant Valentino A.	A18
19	Janiansyah Rani	A19
20	Kaela Resyahreina	A20
21	Mardhatillah Ramadhani	A21
22	M. Ariel Izha Tanjung	A22
23	Muhammad Ghifar	A23
24	Nadya Farah Nisrina	A24
25	Nazuwa Udtha Nilsti	A25
26	Nazwa Salsabila Hidayat	A26
27	Raihan Al-Hamammi	A27
28	Ramadhina Indah A.	A28
29	Shifa Mutiara Ananda	A29

30	Siti Nurhaliza Chardi S.	A30
31	Syifa Mutiara Mahvi	A31
32	Syifa Zakiyyah	A32
33	Talitha Syahla	A33
34	Tarangga Daffa E.	A34
35	Zaskia Nur Ramadhani	A35

Appendix 17**Class : 8U1****THE NAME OF STUDENTS IN CONTROL CLASS**

NO	Students' Name	Code
1	Abistha Nabel Nayaka Fatta	B1
2	Achira Fadila	B2
3	Afifah Hani Alkarimah	B3
4	Aisyah Citra Ratna A.	B4
5	Andung Aji Nugraha	B5
6	Azwa Shakila	B6
7	Calista Aninda wulandari	B7
8	Daiva Suci Amalia	B8
9	Deka Anasta Putri	B9
10	Dinda Naafi Lathifa	B10
11	Elza Putri Kirana	B11
12	Faiz Zihni Fattah	B12
13	Farkhan Nabel Makarim	B13
14	Farrel Dzakwan Alghiffary	B14
15	Farrel Eka Sampurna	B15
16	Ferlien Syifa Azhari	B16
17	Fitria Insani	B17
18	Ihsan Nur Atqia	B18
19	Intan Purnamasari	B19
20	Iqlima Aulia Rahma	B20
21	Khoirul Amri	B21
22	Lucky Orvin Maradatua	B22
23	Muhammad Habib Esa K.	B23
24	Muhammad Rafi Firzatullah	B24
25	Muhammad Rakha W	B25
26	Najwa Syahirah R.	B26
27	Nur Yasmin Azzahra	B27
28	Qarirah Khansa	B28
29	Raka Sebastian Musin	B29

30	Rozita Izlina	B30
31	Ryan Sugalih	B31
32	Sabrina Aulia Putri	B32
33	Salma Naila H.	B33
34	Shafa Kurnia Hafizhah	B34
35	Talitha Roja	B35

Appendix 18

PRE-TEST SCORE OF STUDENTS IN EXPERIMENTAL CLASS

No	Students' code	Score
1	A1	66
2	A2	60
3	A3	63
4	A4	69
5	A5	56
6	A6	67
7	A7	60
8	A8	61
9	A9	82
10	A10	63
11	A11	70
12	A12	66
13	A13	59
14	A14	64
15	A15	71
16	A16	64
17	A17	66
18	A18	61
19	A19	66
20	A20	73
21	A21	68
22	A22	68
23	A23	64
24	A24	69
25	A25	61

26	A26	67
27	A27	64
28	A28	69
29	A29	65
30	A30	64
31	A31	67
32	A32	62
33	A33	64
34	A34	65
35	A35	65

Appendix 19**PRE-TEST SCORE OF STUDENTS IN CONTROL CLASS**

No	Students' code	Score
1	B1	61
2	B2	65
3	B3	63
4	B4	57
5	B5	62
6	B6	63
7	B7	61
8	B8	64
9	B9	63
10	B10	74
11	B11	65
12	B12	60
13	B13	60
14	B14	60
15	B15	61
16	B16	72
17	B17	65
18	B18	64
19	B19	61
20	B20	64
21	B21	65
22	B22	62
23	B23	62
24	B24	63
25	B25	60

26	B26	71
27	B27	65
28	B28	65
29	B29	64
30	B30	68
31	B31	62
32	B32	63
33	B33	61
34	B34	64
35	B35	66

Appendix 20

POST-TEST SCORE OF STUDENTS IN EXPERIMENTAL CLASS

No	Students' code	Score
1	A1	81
2	A2	82
3	A3	82
4	A4	83
5	A5	76
6	A6	81
7	A7	77
8	A8	80
9	A9	85
10	A10	81
11	A11	80
12	A12	82
13	A13	79
14	A14	79
15	A15	80
16	A16	80
17	A17	82
18	A18	77
19	A19	82
20	A20	84
21	A21	80
22	A22	81
23	A23	80
24	A24	81
25	A25	83

26	A26	84
27	A27	80
28	A28	81
29	A29	78
30	A30	82
31	A31	81
32	A32	80
33	A33	79
34	A34	83
35	A35	80

Appendix 21

POST-TEST SCORE OF STUDENTS IN CONTROL CLASS

No	Students' code	Score
1	B1	75
2	B2	82
3	B3	76
4	B4	73
5	B5	68
6	B6	82
7	B7	83
8	B8	77
9	B9	73
10	B10	81
11	B11	71
12	B12	79
13	B13	68
14	B14	80
15	B15	79
16	B16	82
17	B17	83
18	B18	74
19	B19	74
20	B20	76
21	B21	80
22	B22	77
23	B23	69
24	B24	78
25	B25	76

26	B26	80
27	B27	79
28	B28	72
29	B29	77
30	B30	80
31	B31	79
32	B32	76
33	B33	74
34	B34	81
35	B35	79

Appendix 22

**The Result of Reliability for Pre-Test in Experimental Class
Based on Two Raters**

Student's Code	Score		Difference		$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
	R1 (X)	R2 (Y)	$(X - \bar{X})$	$(Y - \bar{Y})$			
A1	68	64	2,085714	-1,14286	4,350204	1,306122	-2,38367
A2	61	59	-4,91429	-6,14286	24,1502	37,73469	30,18776
A3	63	62	-2,91429	-3,14286	8,493061	9,877551	9,159184
A4	70	68	4,085714	2,857143	16,69306	8,163265	11,67347
A5	57	56	-8,91429	-9,14286	79,46449	83,59184	81,50204
A6	68	66	2,085714	0,857143	4,350204	0,734694	1,787755
A7	70	70	4,085714	4,857143	16,69306	23,59184	19,8449
A8	62	60	-3,91429	-5,14286	15,32163	26,44898	20,13061
A9	82	82	16,08571	16,85714	258,7502	284,1633	271,1592
A10	63	62	-2,91429	-3,14286	8,493061	9,877551	9,159184
A11	71	68	5,085714	2,857143	25,86449	8,163265	14,53061
A12	65	67	-0,91429	1,857143	0,835918	3,44898	-1,69796
A13	59	59	-6,91429	-6,14286	47,80735	37,73469	42,47347
A14	64	63	-1,91429	-2,14286	3,66449	4,591837	4,102041
A15	74	67	8,085714	1,857143	65,37878	3,44898	15,01633
A16	63	64	-2,91429	-1,14286	8,493061	1,306122	3,330612
A17	65	66	-0,91429	0,857143	0,835918	0,734694	-0,78367
A18	62	60	-3,91429	-5,14286	15,32163	26,44898	20,13061
A19	65	67	-0,91429	1,857143	0,835918	3,44898	-1,69796
A20	72	74	6,085714	8,857143	37,03592	78,44898	53,90204
A21	68	68	2,085714	2,857143	4,350204	8,163265	5,959184
A22	68	68	2,085714	2,857143	4,350204	8,163265	5,959184
A23	64	64	-1,91429	-1,14286	3,66449	1,306122	2,187755
A24	69	68	3,085714	2,857143	9,521633	8,163265	8,816327
A25	62	60	-3,91429	-5,14286	15,32163	26,44898	20,13061
A26	68	66	2,085714	0,857143	4,350204	0,734694	1,787755
A27	63	64	-2,91429	-1,14286	8,493061	1,306122	3,330612
A28	68	70	2,085714	4,857143	4,350204	23,59184	10,13061
A29	65	64	-0,91429	-1,14286	0,835918	1,306122	1,044898
A30	65	63	-0,91429	-2,14286	0,835918	4,591837	1,959184
A31	68	66	2,085714	0,857143	4,350204	0,734694	1,787755
A32	62	61	-3,91429	-4,14286	15,32163	17,16327	16,21633
A33	65	63	-0,91429	-2,14286	0,835918	4,591837	1,959184
A34	64	66	-1,91429	0,857143	3,66449	0,734694	-1,64082
A35	64	65	-1,91429	-0,14286	3,66449	0,020408	0,273469
Total	2307	2280			726,7429	760,2857	681,4286
Mean	65,91429 (\bar{X})	65,14286 (\bar{Y})					

$$S_x = \sqrt{\frac{\sum_{i=1}^n (x - \bar{x})^2}{n}} \rightarrow S_x = \sqrt{\frac{726,7429}{35}} \rightarrow S_x = \sqrt{20,76408}$$

$$S_x = 4,55676$$

$$S_y = \sqrt{\frac{\sum_{i=1}^n (y - \bar{y})^2}{n}} \rightarrow S_y = \sqrt{\frac{760,2857}{35}} \rightarrow S_y = \sqrt{21,72245}$$

$$S_y = 4,66073$$

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{N S_x S_y}$$

$$r_{xy} = \frac{681,4286}{(35)(4,55676)(4,66073)}$$

$$r_{xy} = \frac{681,4286}{743,324}$$

$$r_{xy} = 0,916732$$

Based on the data above, it can be concluded that reliability score of pre-test in experimental class is 0,916732. So, the data is reliable.

**The Result of Reliability for Post-Test in Experimental Class
Based on Two Raters**

Student's Code	Score		Difference		$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
	R1 (X)	R2 (Y)	$(X - \bar{X})$	$(Y - \bar{Y})$			
A1	80	81	-0,4	0,542857	0,16	0,294694	-0,21714
A2	81	82	0,6	1,542857	0,36	2,380408	0,925714
A3	81	83	0,6	2,542857	0,36	6,466122	1,525714
A4	83	82	2,6	1,542857	6,76	2,380408	4,011429
A5	75	77	-5,4	-3,45714	29,16	11,95184	18,66857
A6	82	80	1,6	-0,45714	2,56	0,20898	-0,73143
A7	76	77	-4,4	-3,45714	19,36	11,95184	15,21143
A8	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A9	83	80	2,6	-0,45714	6,76	0,20898	-1,18857
A10	81	80	0,6	-0,45714	0,36	0,20898	-0,27429
A11	79	80	-1,4	-0,45714	1,96	0,20898	0,64
A12	81	83	0,6	2,542857	0,36	6,466122	1,525714
A13	79	78	-1,4	-2,45714	1,96	6,037551	3,44
A14	78	80	-2,4	-0,45714	5,76	0,20898	1,097143
A15	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A16	79	81	-1,4	0,542857	1,96	0,294694	-0,76
A17	83	83	2,6	2,542857	6,76	6,466122	6,611429
A18	76	78	-4,4	-2,45714	19,36	6,037551	10,81143
A19	81	82	0,6	1,542857	0,36	2,380408	0,925714
A20	84	83	3,6	2,542857	12,96	6,466122	9,154286
A21	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A22	81	80	0,6	-0,45714	0,36	0,20898	-0,27429
A23	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A24	81	81	0,6	0,542857	0,36	0,294694	0,325714
A25	82	83	1,6	2,542857	2,56	6,466122	4,068571
A26	84	83	3,6	2,542857	12,96	6,466122	9,154286
A27	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A28	81	80	0,6	-0,45714	0,36	0,20898	-0,27429
A29	78	77	-2,4	-3,45714	5,76	11,95184	8,297143
A30	83	81	2,6	0,542857	6,76	0,294694	1,411429
A31	80	81	-0,4	0,542857	0,16	0,294694	-0,21714
A32	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
A33	79	78	-1,4	-2,45714	1,96	6,037551	3,44
A34	83	82	2,6	1,542857	6,76	2,380408	4,011429
A35	80	80	-0,4	-0,45714	0,16	0,20898	0,182857
Total	2814	2816			156,4	106,6857	102,6
Mean	80,4 (\bar{X})	80,45714 (\bar{Y})					

$$S_x = \sqrt{\frac{\sum_{i=1}^n (x - \bar{x})^2}{n}} \longrightarrow S_x = \sqrt{\frac{156,4}{35}} \longrightarrow S_x = \sqrt{4,468571} \longrightarrow S_x = 2,1139$$

$$S_y = \sqrt{\frac{\sum_{i=1}^n (y - \bar{y})^2}{n}} \longrightarrow S_y = \sqrt{\frac{106,6857}{35}} \longrightarrow S_y = \sqrt{3,048163} \longrightarrow S_y = 1,7459$$

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{N S_x S_y}$$

$$r_{xy} = \frac{102,6}{(35)(2,1139)(1,7459)}$$

$$r_{xy} = \frac{102,6}{129,173}$$

$$r_{xy} = 0,794283$$

Based on the data above, it can be concluded that reliability score of post-test in experimental class is 0,794283. So, the data is reliable.

Appendix 24

**The Result of Reliability for Pre-Test in Control Class
Based on Two Raters**

Student's Code	Score		Difference		$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
	R1 (X)	R2 (Y)	$(X - \bar{X})$	$(Y - \bar{Y})$			
B1	59	62	-3,48571	-2,45714	12,1502	6,037551	8,564898
B2	64	66	1,514286	1,542857	2,293061	2,380408	2,336327
B3	62	64	-0,48571	-0,45714	0,235918	0,20898	0,222041
B4	56	58	-6,48571	-6,45714	42,06449	41,69469	41,87918
B5	61	62	-1,48571	-2,45714	2,207347	6,037551	3,650612
B6	62	64	-0,48571	-0,45714	0,235918	0,20898	0,222041
B7	61	62	-1,48571	-2,45714	2,207347	6,037551	3,650612
B8	63	65	0,514286	0,542857	0,26449	0,294694	0,279184
B9	62	64	-0,48571	-0,45714	0,235918	0,20898	0,222041
B10	73	74	10,51429	9,52857	110,5502	91,06612	100,3363
B11	64	66	1,514286	1,542857	2,293061	2,380408	2,336327
B12	58	61	-4,48571	-3,45714	20,1263	11,95184	15,50776
B13	58	61	-4,48571	-3,45714	20,12163	11,95184	15,50776
B14	58	61	-4,48571	-3,45714	20,12163	11,95184	15,50776
B15	59	62	-3,48571	-2,45714	12,1502	6,037551	8,564898
B16	71	73	8,514286	8,542857	72,49306	72,98041	72,73633
B17	64	66	1,514286	1,542857	2,293061	2,380408	2,336327
B18	63	65	0,514286	0,542857	0,26449	0,294694	0,279184
B19	60	62	-2,48571	-2,45714	6,178776	6,037551	6,107755
B20	64	64	1,51428	-0,45714	2,293061	0,20898	-0,69224
B21	64	65	1,514286	0,542857	2,293061	0,294694	0,822041
B22	61	63	-1,48571	-1,45714	2,207347	2,123265	2,164898
B23	61	63	-1,48571	-1,45714	2,207347	2,123265	2,164898
B24	62	64	-0,48571	-0,45714	0,235918	0,20898	0,222041
B25	61	62	-1,48571	-2,45714	2,207347	6,037551	3,650612
B26	70	72	6,39547	7,542857	56,46449	56,89469	56,67918
B27	64	66	1,514286	1,542857	2,293061	2,380408	2,336327
B28	64	66	1,514286	1,542857	2,293061	2,380408	2,336327
B29	63	65	0,514286	0,54287	0,26449	0,294694	0,279184
B30	67	69	4,514286	4,542857	20,37878	20,63755	20,50776
B31	58	61	-4,48571	-3,45714	20,12163	11,95184	15,50776
B32	62	64	-0,48571	-0,45714	0,235918	0,20898	0,222041
B33	60	62	-2,48571	-2,45714	6,178776	6,037551	6,107755
B34	63	65	0,514286	0,542857	0,26449	0,294694	0,279184
B35	65	67	2,514286	2,542857	6,321633	6,466122	6,393469
Total	2187	2256			454,7429	398,6857	419,2286
Mean	62,48571 (\bar{X})	64,4571 $4(\bar{Y})$					

$$S_x = \sqrt{\frac{\sum_{i=1}^n (x - \bar{X})^2}{n}} \longrightarrow S_x = \sqrt{\frac{454,7429}{35}} \longrightarrow S_x = \sqrt{12,99265} \longrightarrow S_x = 3,60453$$

$$S_y = \sqrt{\frac{\sum_{i=1}^n (y - \bar{Y})^2}{n}} \longrightarrow S_y = \sqrt{\frac{398,6857}{35}} \longrightarrow S_y = \sqrt{11,39102} \longrightarrow S_y = 3,37506$$

$$r_{xy} = \frac{\sum (x - \bar{X})(y - \bar{Y})}{N S_x S_y}$$

$$r_{xy} = \frac{419,2286}{(35)(3,60453)(3,37506)}$$

$$r_{xy} = \frac{419,2286}{425,7927}$$

$$r_{xy} = 0,984584$$

Based on the data above, it can be concluded that reliability score of pre-test in control class is 0,984584. So, the data is reliable.

Appendix 25

**The Result of Reliability for Post-Test in Control Class
Based on Two Raters**

Student's Code	Score		Difference		$(X - \bar{X})^2$	$(Y - \bar{Y})^2$	$(X - \bar{X})(Y - \bar{Y})$
	R1 (X)	R2 (Y)	$(X - \bar{X})$	$(Y - \bar{Y})$			
B1	74	75	-1,62857	-1,97143	2,652245	3,886531	3,21061224
B2	81	82	5,371429	5,028571	28,85224	25,28653	27,0106122
B3	75	76	-0,62857	-0,97143	0,395102	0,943673	-14,655207
B4	72	74	-3,62857	-2,97143	13,16653	8,829388	10,7820408
B5	66	69	-9,62857	-7,97143	92,70939	63,54367	76,7534694
B6	81	82	5,371429	5,028571	28,85224	25,28653	27,0106122
B7	84	81	8,371429	4,028571	70,08082	16,22939	33,724898
B8	75	78	-0,62857	1,028571	0,395102	1,057959	-0,64653061
B9	72	74	-3,62857	-2,97143	13,16653	8,829388	10,7820408
B10	81	80	5,371429	3,028571	28,85224	9,172245	16,2677551
B11	70	72	-5,62857	-4,97143	31,68082	24,7151	27,9820408
B12	68	70	-7,62857	-6,97143	58,1951	48,60082	53,1820408
B13	66	69	-9,62857	-7,97143	92,70939	63,54367	76,7534694
B14	78	80	2,371429	3,028571	5,623673	9,172245	7,18204082
B15	69	72	-6,62857	-4,97143	43,93796	24,7151	32,9534694
B16	83	80	7,371429	3,028571	54,33796	9,172245	22,324898
B17	83	83	7,371429	6,028571	54,33796	36,34367	44,4391837
B18	73	75	-2,62857	-1,97143	6,909388	3,886531	5,18204082
B19	72	75	-3,62857	-1,97143	13,16653	3,886531	7,15346939
B20	75	76	-0,62857	-0,97143	0,395102	0,943673	0,61061224
B21	80	80	4,371429	3,028571	19,10939	9,172245	13,2391837
B22	76	78	0,371429	1,028571	0,137959	1,057959	0,38204082
B23	74	75	-1,62857	-1,97143	2,652245	3,886531	3,21061224
B24	77	79	1,371429	2,028571	1,880816	4,115102	2,78204082
B25	74	77	-1,62857	0,028571	2,652245	0,000816	-0,04653061
B26	80	80	4,371429	3,028571	19,10939	9,172245	13,2391837
B27	78	80	2,371429	3,028571	5,623673	9,172245	7,18204082
B28	71	73	-4,62857	-3,97143	21,42367	15,77224	18,3820408
B29	76	78	0,371429	1,028571	0,137959	1,057959	0,38204082
B30	79	80	3,371429	3,028571	11,36653	9,172245	10,2106122

B31	78	80	2,371429	3,028571	5,623673	9,172245	7,18204082
B32	74	77	-1,62857	0,028571	2,652245	0,000816	-0,04653061
B33	72	75	-3,62857	-1,97143	13,16653	3,886531	7,15346939
B34	82	80	6,371429	3,028571	40,5951	9,172245	19,2963265
B35	78	79	2,371429	2,028571	5,623673	4,115102	4,81061224
Total	2647	2694			792,1714	476,9714	575,362752
Mean	75,62857 (\bar{X})	76,97143 (\bar{Y})					

$$S_x = \sqrt{\frac{\sum_{i=1}^n (x - \bar{X})^2}{n}} \rightarrow S_x = \sqrt{\frac{792,1714}{35}} \rightarrow S_x = \sqrt{22,63347} \rightarrow S_x = 4,75746$$

$$S_y = \sqrt{\frac{\sum_{i=1}^n (y - \bar{Y})^2}{n}} \rightarrow S_y = \sqrt{\frac{476,9714}{35}} \rightarrow S_y = \sqrt{13,62776} \rightarrow S_y = 3,69158$$

$$r_{xy} = \frac{\sum (x - \bar{X})(y - \bar{Y})}{N S_x S_y}$$

$$r_{xy} = \frac{575,362752}{(35)(4,75746)(3,69158)}$$

$$r_{xy} = \frac{575,362752}{614,689}$$

$$r_{xy} = 0,936022$$

Based on the data above, it can be concluded that reliability score of post-test in Control class is 0,936022. So, the data is reliable.

Appendix 26

Result of Normality Test

Tests of Normality							
	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain_score	experimental class	,117	35	,200 [*]	,969	35	,413
	control class	,118	35	,200 [*]	,968	35	,386

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 27**Result of Homogeneity Test****Test of Homogeneity of Variances**

gain_score

Levene Statistic	df1	df2	Sig.
,371	1	68	,545

Appendix 28

Result of Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gain_score	Equal variances assumed	.371	.545	2.087	68	.041	2.000	.958	.088	3.912
	Equal variances not assumed			2.087	67.619	.041	2.000	.958	0.87	3.913

Appendix 29

The Analysis of Students' Score of Pre-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	15	14	12	14	16	14	18	16	7	6	68	64	66
2	A2	15	14	13	12	14	14	14	14	5	5	61	59	60
3	A3	15	15	14	14	14	14	14	13	6	6	63	62	63
4	A4	16	18	16	14	16	16	15	13	7	7	70	68	69
5	A5	12	13	11	12	15	14	13	12	6	5	57	56	57
6	A6	15	16	15	15	15	14	15	14	7	6	68	66	67
7	A7	16	17	16	16	16	16	15	14	7	7	70	70	70
8	A8	15	16	14	14	15	14	14	12	4	4	62	60	61
9	A9	17	18	18	18	17	17	22	21	8	8	82	82	82
10	A10	15	15	14	14	14	14	14	13	6	6	63	62	63
11	A11	17	16	17	16	14	14	15	15	8	7	71	68	70
12	A12	15	16	14	14	15	14	15	16	6	7	65	67	66
13	A13	14	14	13	14	14	13	13	12	5	5	59	59	59
14	A14	14	14	15	14	15	13	14	16	6	6	64	63	64
15	A15	17	16	16	15	16	14	18	16	7	6	74	67	71
16	A16	15	15	14	15	15	15	13	12	6	7	63	64	64
17	A17	16	15	14	14	14	16	15	14	6	7	65	66	66
18	A18	12	12	13	13	14	14	15	14	8	7	62	60	61
19	A19	15	16	14	14	15	14	15	16	6	7	65	67	66
20	A20	17	18	14	15	17	16	17	18	7	7	72	74	73
21	A21	16	15	15	15	14	15	17	16	6	7	68	68	68

22	A22	15	16	15	15	15	14	15	15	7	7	68	68	68
23	A23	14	14	14	15	13	14	16	15	7	6	64	64	64
24	A24	16	16	15	15	16	15	16	16	6	6	69	68	69
25	A25	15	16	14	14	15	14	14	12	4	4	62	60	61
26	A26	15	14	14	15	15	14	16	16	8	7	68	66	67
27	A27	15	15	14	15	14	14	14	13	6	7	63	64	64
28	A28	16	16	14	15	14	16	17	16	7	7	68	70	69
29	A29	16	15	15	14	14	15	14	14	6	6	65	64	65
30	A30	16	15	14	14	15	14	14	14	6	6	65	63	64
31	A31	15	14	14	15	15	14	16	16	8	7	68	66	67
32	A32	15	16	14	14	15	14	14	12	4	5	62	61	62
33	A33	16	15	14	15	14	14	15	14	6	5	65	63	64
34	A34	16	16	14	15	14	14	13	14	7	7	64	66	65
35	A35	16	15	14	15	15	15	14	14	5	6	64	65	65
Total		535	536	501	508	519	506	529	508	221	219	2307	2280	2300

Appendix 30

The Analysis of Students' Score of Post-Test in Experimental Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	18	18	18	18	18	18	19	20	7	7	80	81	81
2	A2	19	19	18	18	19	19	19	20	6	6	81	82	82
3	A3	19	19	18	18	19	19	19	20	6	7	81	83	82
4	A4	19	19	18	18	19	19	20	19	7	7	83	82	83
5	A5	17	17	17	17	17	18	17	18	7	7	75	77	76
6	A6	19	18	18	18	19	19	19	19	7	6	82	80	81
7	A7	17	18	17	17	18	18	18	18	6	6	76	77	77
8	A8	18	18	18	18	18	19	19	19	7	7	80	80	80
9	A9	19	19	18	18	19	18	20	19	7	7	83	80	82
10	A10	19	18	18	18	18	18	19	19	7	7	81	80	81
11	A11	18	18	18	18	18	18	19	19	6	7	79	80	80
12	A12	18	18	18	18	19	19	19	20	7	7	81	83	82
13	A13	18	18	18	18	18	17	19	19	6	6	79	78	79
14	A14	17	18	17	17	18	19	19	19	7	7	78	80	79
15	A15	18	18	18	18	18	18	19	19	7	7	80	80	80
16	A16	19	19	18	18	18	19	18	18	6	7	79	81	80
17	A17	19	18	19	18	18	19	20	19	7	7	83	83	83
18	A18	17	18	17	17	17	18	19	18	6	7	76	78	77
19	A19	18	18	18	18	18	19	20	20	7	7	81	82	82
20	A20	19	19	18	18	19	19	21	20	7	7	84	83	84
21	A21	18	18	18	18	18	19	19	18	7	7	80	80	80

22	A22	18	18	18	18	18	18	20	19	7	7	81	80	81
23	A23	18	18	18	18	18	19	20	19	6	6	80	80	80
24	A24	18	18	18	18	19	18	20	20	6	7	81	81	81
25	A25	19	19	18	18	19	19	20	20	6	7	82	83	83
26	A26	19	19	19	18	19	19	20	20	7	7	84	83	84
27	A27	18	18	18	18	18	18	19	19	7	7	80	80	80
28	A28	18	18	18	18	19	19	19	19	7	7	81	80	81
29	A29	18	17	18	18	18	17	18	18	6	7	78	77	78
30	A30	19	19	18	18	19	18	20	19	7	7	83	81	82
31	A31	18	18	18	18	19	19	19	20	6	6	80	81	81
32	A32	19	18	18	18	18	18	19	18	7	7	80	80	80
33	A33	18	18	17	18	18	17	19	18	7	7	79	78	79
34	A34	19	19	18	18	19	18	20	20	7	7	83	82	83
35	A35	18	18	18	18	19	18	19	19	6	7	80	80	80
Total		640	638	627	626	643	644	673	668	232	239	2814	2816	2824

Appendix 31

The Analysis of Students' Score of Pre-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	B1	14	14	14	14	14	15	12	13	5	6	59	62	61
2	B2	15	16	14	15	15	15	14	14	6	6	64	66	65
3	B3	15	15	14	15	14	14	14	14	5	6	62	64	63
4	B4	14	14	13	15	13	13	12	12	4	4	56	58	57
5	B5	14	14	14	14	14	15	15	15	4	4	61	62	62
6	B6	14	14	14	15	14	14	15	15	5	6	62	64	63
7	B7	15	15	14	14	13	13	14	14	5	6	61	62	62
8	B8	16	16	14	15	14	15	14	14	5	5	63	65	64
9	B9	15	15	14	15	14	15	14	14	5	5	62	64	63
10	B10	17	17	15	15	17	17	18	18	6	7	73	74	74
11	B11	15	15	14	14	14	15	16	16	5	6	64	66	65
12	B12	14	15	14	14	13	15	12	12	5	5	58	61	60
13	B13	14	14	16	14	13	15	12	12	5	5	58	61	60
14	B14	14	15	14	14	13	15	12	12	5	5	58	61	60
15	B15	13	15	14	15	14	14	13	13	4	5	59	62	61
16	B16	16	16	15	16	18	18	16	16	6	7	71	73	72
17	B17	15	15	14	15	14	15	15	15	6	6	64	66	65
18	B18	15	15	14	15	14	14	15	15	5	6	63	65	64
19	B19	15	15	14	14	14	15	13	14	4	4	60	62	61
20	B20	15	15	15	15	15	14	14	14	5	6	64	64	64
21	B21	15	15	14	15	15	15	15	15	5	5	64	65	65

22	B22	15	15	13	15	14	14	13	13	5	6	61	63	62
23	B23	14	14	14	15	14	15	14	14	5	5	61	63	62
24	B24	15	15	14	15	15	15	13	13	5	6	62	64	63
25	B25	15	15	14	14	13	13	14	14	5	6	61	62	62
26	B26	17	17	16	16	15	17	16	16	6	6	70	72	71
27	B27	15	15	14	15	15	15	15	15	5	6	64	66	65
28	B28	15	15	14	15	14	15	15	15	6	6	64	66	65
29	B29	15	16	14	14	14	15	14	14	6	6	63	65	64
30	B30	16	16	15	15	14	15	17	17	5	6	67	69	⁶⁸
31	B31	14	15	14	14	13	15	12	12	5	5	58	61	60
32	B32	14	14	14	15	16	16	13	13	5	6	62	64	63
33	B33	14	14	13	14	14	14	14	14	5	6	60	62	61
34	B34	15	15	14	15	14	14	15	16	5	5	63	65	64
35	B35	15	15	14	15	15	15	15	16	6	6	65	67	66
Total		519	526	495	515	499	519	495	499	179	196	2187	2256	2227

Appendix 32

The Analysis of Students' Score of Post-Test in Control Class

No	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	17	18	16	16	17	17	18	18	6	6	74	75	75
2	A2	19	19	18	18	19	19	19	19	6	7	81	82	82
3	A3	17	17	16	16	18	18	17	18	7	7	75	76	76
4	A4	17	18	16	16	16	16	17	18	6	8	72	74	73
5	A5	15	16	15	16	14	15	16	16	6	6	66	69	68
6	A6	18	18	18	18	18	20	20	20	7	7	81	82	82
7	A7	19	18	19	18	19	18	20	20	7	7	84	81	83
8	A8	18	20	17	17	17	17	17	17	6	7	75	78	77
9	A9	17	18	17	18	16	16	16	16	6	6	72	74	73
10	A10	18	18	18	18	18	18	20	20	7	6	81	80	81
11	A11	16	16	15	16	15	16	17	17	7	7	70	72	71
12	A12	16	17	15	15	15	15	16	16	6	7	68	70	69
13	A13	15	16	15	16	15	15	15	15	6	7	66	69	68
14	A14	18	18	17	17	18	19	19	19	6	7	78	80	79
15	A15	16	17	16	17	15	15	16	16	6	7	69	72	71
16	A16	19	19	19	19	18	18	20	18	7	6	83	80	82
17	A17	19	19	19	19	18	18	20	20	7	7	83	83	83
18	A18	17	18	16	16	17	17	17	18	6	6	73	75	74
19	A19	17	18	16	17	17	17	16	17	6	6	72	75	74
20	A20	17	17	16	16	18	18	17	18	7	7	75	76	76
21	A21	18	18	17	17	18	18	20	20	7	7	80	80	80
22	A22	18	18	17	18	18	18	17	18	6	6	76	78	77
23	A23	17	18	16	16	17	17	18	18	6	6	74	75	75

24	A24	18	18	17	17	17	19	18	18	7	7	77	79	78
25	A25	18	18	15	16	17	17	18	18	6	8	74	77	76
26	A26	18	18	18	17	18	18	19	20	7	7	80	80	80
27	A27	18	20	17	17	18	18	18	18	7	7	78	80	79
28	A28	16	16	16	17	16	17	17	17	6	6	71	73	72
29	A29	17	18	16	16	18	18	18	18	7	8	76	78	77
30	A30	18	18	18	18	17	18	19	19	7	7	79	80	80
31	A31	18	20	17	17	18	18	18	18	7	7	78	80	79
32	A32	18	18	15	16	17	17	18	18	6	8	74	77	76
33	A33	16	17	17	17	16	17	17	17	6	7	72	75	74
34	A34	19	18	18	18	19	18	20	20	6	6	82	80	81
35	A35	18	18	17	17	18	18	18	18	7	8	78	79	79
Total		610	626	585	593	600	608	626	631	226	239	2647	2694	2680

Appendix 33

SCRIPT OF ORAL FEEDBACK PROCESS (Between researcher and students)

The first meeting for oral feedback

(Video 1)

Researcher : punya Cinta. eee the content is good enough but you have, still have mistakes in using subject and pronoun. It is not consistent. For example, elephant. Elephant, eee the pronoun is not they. It should be.. it. Get the point ya.

The students : iyaa

Researcher : Kesalahan nya adalah elephant ini harusnya it bukan they. Kalo kamu mau they, disini harus tambah (students said “s”) s. Oke, selanjutnya, Ramadhina. Same ya, the content is good enough, but you have still problem in using emmm pronoun and then word connector. “and” itu tidak harus di awal harus ada di tengah, Oke!. The function of and is to connect the sentence to another sentence. Oke, get the point and you should revise it. And then nih “most of them”, “lives” that is Plural. So, plural, “s” nya should be omitted. ”Because of their” ini not their. “their also”

Student 5 : they

Researcher : They also

Student 5 : oh ya their itukan punya kepunyaan.

Researcher : oke! revise yaa.

Researcher : and then for....

Student 6 : Aku..

Researcher : Ayu.. Ayu same the content is good enough but you have.. eee still have problem in spelling.. it is should be w i h t, and then “If elephant angry, angry is? adjective. It should be... eee be added by.. by tobe.

Student 5 : oo ya ya

Researcher : it should be.. if elephant is angry.. oke! get the point?

Student 5 : yess

Student 3 : punya saya belum miss

(pause)

Researcher : okee for alya.. aalya in using connecctor and transition signal. eee I think your ideas is good enough but ee it is not organized well because you eee because you don't use ee like transition like itu like misalkan beside, ee misalkan gini kamu bisa tambahin. Misalkan Elephant is a herbivor, so they love to vegetables and some fruits. and then, kamu disini tambahain lagi untuk memasukkan kalimat loh. Jadi kek ditambahin selain itu, lebih lanjut, beside atau furthermore.

Student 3 : ooo ya ya

Researcher : oke! get the point?.. oke Ghifar ya

(pause)

Researcher : Oke for Ghifar juga sama kayak alya disini Cuma kurang word connecter dan transition signalnya saja, udah itu doang yaa. and then after you have written and oral feedback, as I said yesterday, you should revise. write again yaa. Oke thank you.

(Video 2)

Researcher : the problem that you have is about pronoun, pronoun itu kata ganti dari seseorang. Kemudian about spelling. Kemudian sentence structure nya dan juga tenses nya. Kemudian for the content, your content is detail. Kalo ini nya (the researcher pointed the content of student's writing) sudah bagus, cuma lebih kayak ke tenses nya sama grammar nya kalian masih banyak salah nya. Ini punya siapa?

Student 4 : Saya

Researcher : Oke for Nadyfa yaa. kamu itu, banyak nii eee.. kamu salah di "gave" hemmm I'm sorry. eee in this paragraph is about your experience, right? eee as we know that in descriptive text, it should tell about the deskripsi about

elephant not about your experience with elephant. So, you should revise it and then you should descriptive eh.. you should use present tense. (pause)

Researcher : sekarang punya noval ya. Kalo noval, Noval is same like the other... eee like your friend. Your ideas is detail, but you have mistakes in using pronoun and grammar. You said, you like elephant. Here elephant is singular but you use to be are. Kalo are itu buat siapa are

Student 3 : “ I, You, They, We”

Researcher : are? Jadikalo elephant itu pake nya apa?

Student 3 : Apa?

Researcher : Kalo elephant yang tunggal tobe nya pake apa?

Student 3 : to be?

Student 4 : is

Researcher : berarti disini bukan are tapi is. Terus juga kamu gak konsiten, kamu disini mau pake yang tunggal atau yang jamak?

Student 1 : tunggal

Researcher : Kalo tunggal, disini nya it jangan they, yaa, paham?

Student 1 : iyaa

Researcher : selanjutnya punya Cinda. (pause) Oke punya cinda ini, eee kee bentuk jamak, kalo elephants ini kan jamak kasih “s”, so to be nya tidak perlu dikasih “s” kalo kasih “s” tu, eehh maaf maaf verb nya tidak perlu dikasih “S”. Kalo dia nya jamak, verb nya tidak perlu dikasih “s”. Kalo misalkan kamu mau kasih “s”, ini harus yang tunggal, jadi disini harus yang elephant bukan yang eee elephants. Disini harus yang elephant baru sini kasih “s” (researcher pointed to the verb). Kalo kamu mau pake yang elephants ini, disini “s” nya dibuang. Kemudian nih “they are always eat” ands (student said ini typo) spelling nya salah, oke typo. Oke ini “they are always eat”. Eat itu apa?

Student 3 : makan

Researcher : verb kan?

Student 3 : iyaa

Researcher : kalo verb tidak perlu dikasih to be

Student 3 : tapi disini ada always.

Researcher : always itu bukan.. always itu cuma menunjukkan selalu itu tidak perlu dikasih are. karna selalu itu bukan adjective, bukan noun. Dia Cuma kayak ee apa ya waktu yang menjelaskan. Kita liat sini nya aja, jadi always eat and sleep everyday. “I think elephant, its the lazy animal. Ini maksudnya apa?

Student 3 : saya befikir, karna ini kan menceritakan saya pernah liat gitu. Jadi saya berfikir mereka itu tu malas, kalo di liat-liat tu seperti malas gitu

Other student : enggak ah, enggak males emang jalannya lambat.

Researcher : harusnya, I think that elephant is the lazy animal. Disini kasih connector atau kasih kata penghubung “that”, I think that elephant is, Kenapa is? karna ini nya lazy, lazy itu adjective. Jadi dia harus dikasih to be. I think that elephant is the lazy animal. Punya kamu udah? (the researcher looked at student 2)

Student 2 : belum

(pause)

Researcher : and then kalo punya firilina. Because its have, harusnya it has yaa, nanti di revise lagi ya. “because it has” and then nih elephant is very like eating, harusnya elephant very like to eat. And then, and usually elephant used. Ini nya pake nya verb pertama. Kayak gitu ya.

(pause)

Researcher : Oke for you. Kalo “I” pake nya apa “I”? I? Has atau have?

The students : have

Researcher : have ya. Kalo I harus pake have. Kalo has itu buat he, she, it yaa. Harusnya I have yaa. I have an, disini juga harus “an”. Kenapa ini nya harus an? karena...

Student 6 : karna ada vokal nya

Researcher : ada huruf vokal nya. And the nih bigo eat. Bigo itu apa tunggal kan? Jadi harus pakenya Verb nya kasih s. Bigo eats grass. And then ate nih. Kan tadi miss bilang kalo misalkan descriptive text itu ga boleh pake past tense harus pake present tense verb nya. Kenapa disini kamu pake ate. Harus nya eat yaa. Oke, you should revise yaa. Oke, I think that’s all for this group

(Video 3)

Student 2 : Miss ini kenapa ada petik?

Researcher : Ini kenapa ada petik, karena ini kepunyaannya. Harusnya Elephant's skin. Petik ini untuk menandakan kulit ini punya nya si gajah.

Student 2 : Miss kalo yang ini kenapa?

Researcher : Oke nanti ya. Kalo yang ini harus nya when they are be big elephant, they will be very strong harusnya. Kalo kayak gini, karna kan satu kalimat harus memiliki satu verb dan satu subject. Kalo ini, kamu gak jelas. Harus di ubah lagi. Harus nya when elephant are big, they will be very strong body. Ok! Miss jelaskan lagi secara umum ya punya kalian.

(pause) (students laugh)

Researcher : eeee punya kalian itu kesalahannya paling banyak nya itu ada di paragraf duanya.

The students : iya/belum selesai miss/paragraf duanya belum selesai miss

Resarcher : kenapa paragraf duanya paling banyak karna itu kurang.

The students : kurang banyak/kurang detail

Researcher : kurang detail ya

Student 4 : karna waktunya mepet miss, saya gak bisa.

Researcher : kemudian kesalahan selanjutnya ada di grammar. Misalkan tadi ada yang ga pake s. Love nya ada yang dibuletin kan? Itu kenapa salah? (student 5 said S) Karna harus ada s/es nya (student 4 said ooo es). Karna Elephant. Elephantnya satu kan? ga ada s nya kan elephantnya? and then it should be added by s atau es ya. Nah itu. Terus masalah yang selanjutnya di content tadi ya. Ditambahkan lagi ya. Paragraf dua nya ditambahkan lagi. Ini nya (dengan melihat hasil tulisan siswa). Ini, kalo ini kasih jarak, dikasih pembeda. mana yang paragraf dua mana yang paragraf kesatunya. Oke, kemudian kalian banyak salahnya di.... nih ini punya sapa 'he eating'

Student 4 : saya (mengangkat tangan)

Researcher : harusnya apa? he eating... he eating.....

Student 2 : eat

Researcher : harusnya.. he.. eats. Jadi kalo yang ini, setelah subject ditambah (student 4 said es) es atau s kalau subjectnya adalah tunggal yaa, kalo subjectnya He, She, It verbnya tambah s atau es, tapi kaloo..

Student 4 : tapi kalo kayak gini harus ada s atau es

Researcher : Iyaa.. iyaa.. tapi kalau subject nya They, We, I, You, verbnya tidak perlu dikasih.. (student 3 said es) es yaa.. emm gitu.. paham? (siswa mengangguk) coba ini “elephant drinking”. Ini salah, drinking ini bukan verb. Dia namanya gerund. Oke paham kan gerund?

student 6 : jeren?

Researcher : gerundd. Jadi harus tambah s ya. Elephant... (the students said drinks) drinks.

Student 6 : elephant drinks... durr water

Researcher : kalian banyak salah nya di grammar yaa.. di grammar juga banyak salah yang tadi. Kemudian,

Student 5 : saya salah nya Cuma di have has.

Researcher : iyaa.. have has.. have has nya juga harus diperhatikan

The students : iyaa miss banyak salahnya

Researcher : kalo elephant nya satu harus pake?

The students : has

Researcher : has. kalo elphant..

The students : kalo elephant banyak have

Researcher : oke kamu yaa? salah itukan?

Students 6 : punya saya mah betul semua. Cuma di paragragf doang
hahaha

(pause)

Researcher : Ini punya sapa nih?

Student 4 : aku

Researcher : He has like to eat. apa maksudnya? he has like to eat?

(the student 4 did not answer)

Researcher : has itu apa? verb atau apa? (the students silent) has verb like (the student 2 said verb) verb. like?

Student 2 : he likes to eat

Researcher : so, you should revise to be he.. apa? he.. (student 2 and researcher said he likes to eat) good! oke! gitu..

(Pause)

Researcher : elephant live. harusnya apa?

(the students did not answer)

Researcher : elephant lives

student 3 : oooo

Researcher : he have. siapa yang nulis have? harusnya?

Student 3 : has

Researcher : has

Student 3 : punya saya banyak bener salahnya (student 3 looked at her writing)

Researcher : and you always help. harusnya? (students 5 answered helps) helps ya kan?

(pause)

Researcher : it have. punya sapa ini? Kamu ya (the researcher looked at student 7)

student 7 : sayaa

Researcher : it itu apa it?

Student 6 : makann

Researcher : it itu jamak atau tunggal?

Student 6 : ooo tunggal

Researcher : kalo tunggal harus?

The students : itss... has

Researcher : it has yaa.. seharusnya it has bukan it have.

(pause)

Researcher : I go.. Yesterday.. ini yesterday

Student 6 : yesterday itu bentuk lampau

- Researcher : harusnya apa kalau bentuk lampau? bentuk verb duanya go apa?
- Student 6 : verb dua goes
- Student 2 : went
- Researcher : nah went
- Student 6 : ahhh went
- The students : went I go
- Researcher : gitu yaa. Yesterday I went. bukan go lagi. Tapi sebenarnya because this is descriptive text. In this text eeee just describe. describe about the object not about experience yaa. bukan tentang pengalaman kalian tapi tentang benda yang akan kalian deskripsikan itu. Oke! get the point yaa. Oke!
- Student 6 : deskripsi doang?
- Researcher : iyaa. ada yang ingin ditanyakan lagi You have question?
- The students : enggak, no..

(Video 4)

- Researcher : Kalian sudah bacakan?
- Student 5 : Sudah
- Researcher : sudah paham kesalahannya?
- Student 2 and 5 : sudah
- student 3 : belum
- Researcher :Oke! miss akan jelaskan secara global dulu ya. kebanyakan kesalahan kalian itu di paragraf dua ya. ya kan? sudah lihat semua. di paragraf kedua kenapa? karna itu kurang detail. Oke! for example.
- Student 7 : sudah miss
- Researcher : contoh punya shifa, di dalam tulisan kamu ini belum terstruktur dan tidak dipisahkan antara paragraf pertama yang berisikan tentang identification atau deskripsi umum dan paragraf kedua yang berisikan tentang description atau deskripsi yang lebih detail dari objek yang di deskripsikan.

seharusnya dipisahkan, dibuat dua atau tiga kalimat. kenapa mau buat nya jadi satu paragraf seperti ini?

Student 7 : karena bingung miss, dan belum tau juga dimana letak yang deskripsi umum dan detail nya. Jadi sekarang dipisahin gitu ya miss.

Researcher : sebelum kalian menulis miss sudah jelaskan ya? Terus juga di paragraf kedua nya nanti ditambahin lagi deskripsi yang lebih detail, misalkan seperti kebiasaannya atau kesukaannya. Selain itu ketika menulis diperhatikan lagi verb atau tenses yang digunakan. Dalam penulisan descriptive menggunakan tenses apa?

Student 3 : simple present tense miss.

Researcher : oke good. Jadi verb nya ditambah apa kalau subject nya he, she ,it?

Student 7 : emm tambah s atau es ya miss.

Researcher : nah itu. ditulisan ini masih ada salahnya dalam penggunaan verbnya. contoh it eat. bener ga itu?

student 5 : salah miss. yang bener it eats

Researcher : emm it eats. sama ini Shopie also like. harusnya?

student 7 : shopie also likes, miss.

Researcher : Sudah paham ya?

the students : sudah miss.

Researcher : Kemudian di spelling nya. For example, for punya kamu (the researcher looked at the students 4) spelling nya ini “feel”. Feel itu kayak mana, feel merasa, spelling nya feel merasa tau ga?

Student 6 : f e e l

Researcher : emm F e e l. nah itu yang tsdi salah ya, benerin lagi (the students and the researcher laugh hahahahah)

Researcher : kemudian juga ada di pronoun nya. Ada gak yang eeee disninya... mana yaa miss.. kayaknya ada..

Student 6 : ini ada ga miss?

(researcher looked at the students sixth's book).

Researcher : oke! liat punya maardha yaa. Pronoun nya salah. “we call their” their itu apa?

(the students looked confused, and the researcher wrote the word their)

Researcher : their kayak gini

Student 6 : ooo their itu ini nya kan, kepunyaan nya kan?

Researcher : iyaa. Their ini kan kepunyaan. kalo dia kan mau bilang we call their. Kita panggil mereka kan?

Student 6 : bukan. Saya mau bilang kita panggil hidung nya mereka, itu kan kepunyaan

(the reseracher looked at the students’ writing)

Student 6 : nahh nose, kepunyaan nya..

(jeda)

Researcher : terus juga kalian salah di verb nya. Kalian banyak pake dua verb. Liat geh! ada ga? contohnya ini. (the researcher looked at the students’ writing) ada juga yang dua verb? nah ini elephant is like. is itu apa? Tobe kan?

The students : iya

Researcher : like? verb. gak boleh. Gak boleh pake is like kayak gini. Harus nya..

Student 3 : elephant likes

Researcher : yaa good! Elephant likes. Eat ini apa eat? Verb atau apa? verb kan

The students : iyaa

Researcher : satu kalimat itu dia gak boleh dua verb. Jadinya eat nya ini harus di gerund-in atau di infinitive. Kalau mau pake gerund ini kasih “eating”, kasih “ing” yaa, jadinya elephant likes eating atau elephant likes to eat. Boleh pilih “to eat” atau “eating”. gitu.. Ini juga, ini kasih “s” yaa. Jadi kebanyakan kesalahan kalian itu ada di grammar itu tadi diverbnya kurang “s” terus di spelling nya sama di ini, satu kalimat harus memiliki satu verb, sama pemberian detail information lagi.

Student 5 : miss, kalo ini kayak mana miss?

Researcher : elephant is cute animal. It's has. it's ini apa? Kamu mau ngomong apa disini?

Student 5 : diaa gajah mempunyai

Researcher : ohh dia mempunyai. Tidak perlu dikasih ini. Karna kalo it's ini kayak kepunyaan. "It's nose". Kalau kamu mau bilang dia memiliki jadi Cuma "it has" aja. Get the point?

Student 5 : yes

Researcher : yang mana mardha? (the researcher looked at the student sixth's book) ooh ini maksud dari "this detail information. can you put this eeee.. ini adalah detail information nya, kan kalo, kemarin miss jelaskan, kalo detail itu information itu di paragraf

Student 6 : dua

Researcher : berarti, ini taruh disini (researcher looked the second paragraf) jangan disini. Oke!

Student 5 : jadi itu detail ya miss ya?

Researcher : iyaaa

Student 5 : makanya di taro dibawah

Researcher : he'ehh

Student 6 : kalo ini miss?

Researcher : kalo ini "It is your topic sentence" topic sentencenya disini kan? Ini harusnya jadii, yang jadi main idea nya ini. nah yang jadi apa yaa, kayak topik nya loh

Student 5 : gagasan

Researcher : iyaa .. gagasan utamanya tuh disini "elephants are big and wild. terus apa lagi. topic sentence and concluding sentence should be match. Jadi penjelasan kamu yang disininya itu harus tentang elephants ini memiliki eeee apaa.. adalah binatang yang besar. Jadi disini itu harus dijelaskan ciri-ciri dari binatang yang besar itu kayak mana sih. Apa dia memiliki kakinya empat, kupingnya besar gitu yaa. Karna kan Mardha bilang disini kalo elephants aadalah binatang yang besar dan

Student 6 : liar

Researcher : iyaa. disini harus dijelaskan. kenapa dia ko punya eeee..
iyaaa. kenapa ko dia bilang eee gajah yang liar dan besar, itu kenapa, disinya
yaa. Tapi kalo yang ini pindahin kesini. Oke.

(Video 5)

Researcher : Oke. Ini kelompok 5 ya. Kelompok 5 ini.. kenapa miss
kelompokkin kalian karna kesalahan kalian hampir sama yaitu eee paragraf nya
kurang detail kurang banyak. Ya kan? contohnya nih kayak... ee.. ni your “topic
sentence and concluding sentence are not clear and don’t go together well. Can
you make your paragraph to be two paragraphs or more paragraphs maksudnya
paragraf kalian ini ga jelas kemana-mana dan juga kurang detail, kurang banyak.
Harusnya di buat dua paragraf. Ini juga nih (the researcher pointed the students’
mistake) ya, harus nya dibuat dua paragraf. Ditambahin ini nya, kan terlalu
simple, tambahin lagi deskripsi yang lebih detail tentang gajah. Punya kamu juga
(the researcher pointed the mistake of student 5), punya kamu gimana

Student 5 : salah

Researcher : eee... kalo ini nih.. you that eee elephant is a big animal.
Kamu bilang kalo misalkan gajah itu binatang yang besar tapi disini kamu ga
jelaskan, kurang, penelasannya kurang, harusnya jelaskan lagi, eee yang
mencirikan dia adalah binatang yang besar itu kayak mana contohnya apakah dia
memiliki 4 kaki atau telinga yang besar, belalai yang besar. Itukan mencirikan dia
binatang yang besar. Sama ya (researcher looked at student 2). Kalo ini dia ga clear
kalo yang ini (researcher looked at student 1) sama kayak yang ini (researcher
pointed the mistake of student 3) gak jelas kemana-mana dan kurang clear. Kamu
harus buat dua paragraf, sama ini juga (the researcher pointed the the writing of
student 2) dan salahnya lagi kalian di pronoun dan subjectnya yaitu gak konsisten.
contohnya “the elephant are” ini elephant nya satu kan?

Student 3 : satu

Researcher : harusnya pake apa?

Student 2 : is

Researcher : tapi disini juga dia pake nya they. they have. Harusnya it ya kata ganti nya. Kalo mau pake they, ini harus tambah..

student 3 : s

researcher : tambah s. Harus konsiten kamu mau pake yang gajah nya banyak atau satu. Kalau satu pakenya “elephant” aja. Tobe nya harus is. Pronoun nya harus it. Ini nya harus has bukan have lagi. Sama ini juga nih “elephant is big animal” harus titik. ini nya harus titik. Elephant is a big animal (kasih titik) baru kalimat keduanya “elephant “is” kenapa kasih “is” karna cute ini kan bukan verb ya, dia kata...

Student 4 : sifat

Researcher : kata sifat. Harus dikasih.... kasih apa? Kan penjelasannya kalimat yang gak ada verb nya harus ditambahkan? to...

Student 4 : to be

Researcher : to be nya elephant apa? to be nya apa? to be ada berapa?

other student : I, you, they, we, he, she, it

Researcher : to be? to be ada 3, is, am, are. Kalo elephant itu apa?

Student 3 : is

Researcher : is yaa. Ini elephant is very cute. Ini punya siapa ini? (looked at student' writing)

Student 3 : saya

Researcher : ini ga ada is nya. karna kan cute ini bukan verb, adjective. Kalo adjective itu dia gak bisa berdiri sendiri harusnya ada to be nya. Karna stau kalimat itu harus minimal memiliki 1 to be atau verb, 1 subject baru itu namanya satu kalimat (pause)

Researcher : jadi so, your mistake is about eee the detail, content nya, you should ee add more detail information yaa in pragraph two nya yaa. make two paragraphs and then about pronoun harus konsiten sama verb nya tadi itu kalo dia tunggal kasih s kalo dia jamak ga kasih s, sama to be to be nya. Oke, and then eee after you have written feedback dan juga sudah miss berikan oral feedback. Nah, sekarang kalian tugas nya adalah rewrite. menulis kembali atau dibenarkan kembali. Udah pahami kesalahan nya dimana? cara pembenaran nya udah tau?

The students : udah

Researcher : Oke, than you and you should rewrite your writing.

The second meeting for oral feedback

(Video 1)

Researcher : oke, this the result eee the result of your writing. and then you have eee read the written feedback, right? Sudah dibacakan? And then you have question related to it?

Student 1 : yes miss. (the student 1 pointed her writing)

Researcher : Oke. Ini, maksudnya dari ini ‘he leave from coboy junior, he became a solo singer. Ini kan dia menyatakan yang sudah lampau kan? ini harusnya ‘left’. Kalo misalkan leave ini bentuk ketiga nya adalah left, kenapa karna dia kan masuk kedalam verb yang irregular ya kan. yang bentuk verb nya tidak beraturan, jadi ditambahin he have, he has ya. ‘he has left from coboy junior’ karna kan sudah terjadi.

(pause)

Researcher : Kesalahan kalian itu yang lain ini yang paling banyak yang itu tadi di pagaraf pertama. Paragraf pertama kalian itu tidak terorganize dengan baik karena kalian masih mencatumkan detail information. Detail information itu harus nya ada di mana?

The students : di deskripsi

Researcher : yaa di description. itu masalah yang umumnya, terus selain itu juga ada di word choice. Ini word choice yaa (the students and researcher looked at the writing) ini kenapa play movie? play movie nya sudah lampau kan? so, harus nya played. Terus ada juga miss liat dia salah penggunaan pronoun nya ‘love he’ harusnya apa?

The student : he love

Researcher : love he?? dia itu mau bilang many people love he

The student : ooooh, love his, ehhh

- Researcher : Kalo object apa? pronoun nya object apa?
- The students : him
- Researcher : yaa him. Jadi nya “many people love him”. Terus ini juga salah word choice nya (pointed the student’s mistake) eee “his religion is islam and his ideals. ideals ini apa? cita-cita?
- The students : iyaa
- Researcher : jangan pake ideals, jangan pake ini. Harusnya pake dream aja. “he has dream that he can. Ini kasih connector karna satu kalimat itu harus memiliki satu verb kalo kayak gini dua verb. Ini kan masih verb, can itu verb, kalo verb dia itu masuk modal jadi harus ada connectornya disini ada that nya. Kalo kamu mau memasukkan dua verb didalam satu kalimat harus ada connectornya. Terus ini juga he like. Kalo di descriptive text itu pake apa
- Student 1 : eemmm apanya?
- Researcher : Tenses yang di pakai di descriptive text
(pause: the students taught about the tenses)
- Researcher : tenses nya? tadi kan miss jelasin present...
- The student : simple...
- Researcher : simple present tense. Nah kalo simple present tense itu verb nya harus ditambah?
- Student 3 : “s”
- Researcher : s atau es. Tapi subject nya harus he, she, it. Nah ini kan he, jadi harusnya apa?
- Student 1 : likes
- Researcher : he likes to hear. Ini kenapa ga kasih s karna ini to-infinitive. Tau kan to-infinitive dan gerund
- The students : enggak
- Researcher : kalo to-infinitive dan gerund itu dia ada verb tapi satunya dia mau buat jadi noun. Ini kan sebagai noun gitu. Ada lagi yang mau ditanyakan
- Student 3 : kalo yang ini miss

Researcher : oooh iya selanjutnya juga ada yang salah di word choice nya. Karna kan most of your mistake in word choice. Ini "Iqbaal Ramadahn school. School itu kan bukan verb. Jadi dia...

Student 1 : study

Researcher : nah good. Jadinya Iqbaal Ramadhan studies. Dia masih berlangsung gak?

Student 3 : Enggak

Student 1 : studied

Researcher : enggak. Berarti Iqbaal Ramadhan studied. Ada lagi? Do you have question about your mistake or my written feedback? No?

The students : no

Researcher : enough? Oke, and then because you have eee have received written and oral feedback, I want to ask you to rewrite, rewrite your your writing to be better yaa and eee must submit it to me. Oke thank you.

(Video 2)

Researcher : Oke. This is the result of your writing. I have checked it and I found some mistakes in your writing, but before I give explanation. Do you have question related to the written feedback or your error? Do you have question?

Student 2 : miss kenapa ga boleh pake ini?

Researcher : Oke, ini kenapa gak boleh pake and. eee sebenarnya boleh and Cuma kamu tidak apaa... tidak paralel. Harusnya di sini...

Student 2 and 3 : ga nyambung

Researcher : iya ga nyambung ya. Jadi lebih baik and nya dihilangkan dan ini dikasih tanda titik ya. Ada lagi yang ingin ditanyakan?

Student 4 : ini kenapa dibuletin ini miss?

Researcher : haired. ini kan haired. Emang harus ini haired? hair ini kan noun ya. Dia itu masuk nya ke uncountable noun jadi dia maupun sedikit maupun banyak tetap hair. Ini salah, jadi “ed” nya di hilangkan. Ini juga (Pointed to the student’ mistake).

Student 3 : ini juga miss?

Researcher : but is, is ini itu kalo but itu to connect ya. to connect a word to another word, a sentence to another sentence. Nah disini kalo but ini kalo mau connect nya satu kalimat dengan kalimat lain harus ada subjectnya. Subjectnya mana nih? ga ada kan?

The students : gak ada miss

Researcher : nah gitu harus ada subject nya “but it is” yaa.

Student 5 : Ini kalo yang ini maksudnya apa miss?

Researcher : add... to add more details, jadi berikan penjelasan atau deskripsi lebih, ini kan kurang kalo kayak gini. Kita gak tau kenapa dia suka fiqih kenapa ga suka inggris, harusnya dikasih detail lagi, oke. And then I have checked all of your writing and why I make your group? Because you have same mistakes. It is in word choice yaa, di pemilihan katanya. Tadi kan udah banyak yang tanyakan, kenapa ini salah karna emang kata yang kalian gunakan itu tidak tepat, grammar nya juga, ini punctuation nya. Ini grammar ya (pointed student’s writing). Ini juga ini, ini word choice nya ga pas. Harusnya jangan ideals yaa tapiiii dream, gitu yaa. Ini juga his idol, ini salah. Harusnya his idols karena kamu kan pake nya “are”. Terus buat.. for the content all of your content is good

enough. You can eee... you can give detail information, tapi satu doang yang ini kurang tapi ini udah bagus, sudah detail information nya, Cuma ini nya saja yang kurang detail. And then most of your mistake nya di word choice. Ada yang ingin ditanyakan lagi?

The students : no...

Researcher : no? oke clear ya?

The students : oke, ya clear

Researcher : understand kan?

The students : yess

Researcher : and then eee after you have received written feedback and I have given you oral feedback. So, I want to ask you to rewrite. Do you know rewroite? tulis lagi bentuk benar nya. Kan kamu sudah tau kan kesalahan kamu dimana benar nya gimana. Sudah membuat lebih baik lagi kan?

The students : iya

Researcher : jadi miss minta kalian untuk menulis lagi dan nanti kumpulkan lagi ke miss. Gunanya untuk compare your mistake. Jadi sebelum dikasih feedback sama sesudah itu berubahannya gimna. Oke, thank you and you can back to your seat.

(Video 3)

Researcher : this is the result of your writing and I have checked your writing and I found eee some mistakes in your writing and then before I give more explanation and clarification the most eee the most mistake of your writing, do you have question.

Student 2 : miss.. ini kenapa bisa salah?

Researcher : oke, ini salah. "he is a personal CJR group. Ini kurang eee tidak benar.. ini harus nya he is a member. Ini dia kan dulu kan, harus nya he was.. he was a member of CJR. Ini kamu salah, kalo he is kan masa sekarang, harusnya he was a member of CJR. Kenapa ini nya diganti member bukan personal karna cocok nya word choice nya ke member itu tadi.

Student 1 : emang kalo personal miss?

Researcher : kalo personal tu apa ya eee... kurang eee apa ya mencirikan gitu.. kurang kena, kata-katanya tu kurang pas

Student 6 : kalo ini miss

Researcher : I think he. "I think" itu kan verb ya.. ee.. subject dan verb. He... subject juga kan?

The students : yess

Researcher : kemudian is itu to be. To be itu setara dengan verb. Jadi satu kalimat itu harus memiliki satu verb satu subject. Kalo disini ada dua subject dan dua to be itu harus dikasih connector "that"

Student 5 : oohh iya yaa

Researcher : jadi I think that he is smart. Ada lagi?

Student 4 : kesalahan saya gimana ini miss?

Researcher : nah ini disini ada Cuma nama Iqbal Dhiafakhri Ramadhan. Ini kan ga jelas yaa. Harusnya dikasih lah kalimat tambahan yang bisa membuat kalimat itu jelas.

Student 4 : oh iya miss. kalau He is Iqbal Ramadhan gitu ya miss.

Researcher : Nah iya itu jauh lebih baik dari yang sebelumnya. Terus buat di tenses nya. disini ada kalimat he ever join. kira-kira salahnya dimana?

student 4 : harus ditambah s ya miss?

Researcher : bukan di sinikan ada kata ever. itu artinya itu sudah pernah dilakukan jadi itu masuk kedalam perfect tense, dan untuk verb nya harus dirubah ya jadi verb ketiga.

student 4 : oh iya miss joined ya?

Researcher : that's right.

- Student 6 : miss kenapa ini salah ?
- Researcher : oke, kenapa ini salah. Oke he had studied in the Australia and United States, ini dia itu sudah.. sekolah nya sudah selesai belum?
- Student 6 : belum
- Researcher : Kalo misalkan belum ini nya jangan had studied, tapi he studies. Ini salah penggunaan tenses nya
- Student 6 : terus yang ini?
- Researcher : ohh ini bukan. ini bukan he weight. weight itu apa?
- The students : berat
- Researcher : itu masuk ke noun, ke verb, atau ke adjective?
- the students : noun ehh adjective
- Researcher : berat itu apa berat? berat? My weight. Berarti noun ya?
- The students : iya noun
- Researcher : itu bukan he, harusnya his ya. Kepunyaan, kalo he itu kan subject
- the students : iya
- Researcher : kalo his itu baru kata ganti buat kepunyaan, ini kan berarti berat nya si Iqbaal. Jadi nya his weight, gitu kan. Ada lagi yang ingin ditanyakan?
- Do you have question?
- Student 3 : yang ini
- Reseracher : play nah ini. He ever play. Kan dia sudah pernah bermain. Jadi nya jangan eee verb 1 tapi verb...
- The students : 2
- Researcher : 3. played. Jadinya ever played. Do you have question again?
- The students : No.
- Researcher : No? Oke, because you don't have question and you have received written feedback and also oral feedback yaa and I want to ask you to rewrite. Jadi kalian tulis lagi bentuk benar nya. Kan sudah miss kasih feedback, sudah miss koreksi. Jadi kalian rewrite lagi untuk membenarkan eee ini writing kalian yaa, get the point?

The students : yesss

Researcher : oke thank you, and back to your seat.

The students : thank you miss..

Appendix 34

The Result of First Treatment in Experimental Class

Shifa Mutiara Aranda
BU2

sophie elephant baby → check again your title

sophie is cute and smart. Sophie is a baby elephant.
 but sophie have big body, long nose and big ear. Sophie usually follow the mother in attraction.
 like playing fox ball, dancing, etc-sophie is very funny in attraction. Sophie also like eat the fruit and vegetables.

Did you check your verb, subject, and sentence structure?
 See if you can find some mistakes.

Can you make your paragraph to be two or more paragraphs?
 consist of identification and description?
 Your sentences and ideas also are pretty simple. Can you put more detail description in your second paragraph?

Note: For oral feedback process, it can be seen on Appendix 33 in the first meeting for oral feedback on video 4, students 7.

$$\begin{array}{rcl}
 R_1: & C & = 14 \\
 & O & = 13 \\
 & V & = 13 \\
 & L & = 12 \\
 & M & = 4 \\
 \hline
 & & 56 +
 \end{array}$$

$$\begin{array}{rcl}
 R_2: & C & : 14 \\
 & O & : 15 \\
 & V & : 13 \\
 & L & : 12 \\
 & M & : 4 \\
 \hline
 & & 58 +
 \end{array}$$

Appendix 35

**The Result of Students' Re-writing in First Treatment
in Experimental Class**

Shifa Mutiara Ananda

8 U 2

Sophie, The baby elephant

Sophie is cute and smart. Sophie is a baby elephant, but Sophie has big body, long nose, and big ears. Sophie lives in way kambas. Sophie is calm elephant, but she can be aggressive.

Sophie usually follows her mother in attraction.

Sophie follows her mother like playing football and dancing. Sophie also like to play water in the little river and is very funny. Beside it, Sophie likes to eat grass and vegetables. In Way kambas, Many people give Sophie grass and vegetables like, cabbage and hard long bean. Sophie is very like if people give her grass and cabbage. She eats grass and cabbage with revenue.

→ can you check again your word order. I still found mistakes in your writing

In connecting words or sentences. It should be parallel. Let you see your connection word. can you find some mistakes there?

$$\begin{array}{r}
 R_1 = C : 17 \\
 O : 16 \\
 V : 16 \\
 L : 17 \\
 M : 5 \\
 \hline
 71
 \end{array}$$

$$\begin{array}{r}
 R_2 = C : 17 \\
 O : 17 \\
 V : 16 \\
 L : 17 \\
 M : 5 \\
 \hline
 72
 \end{array}$$

Appendix 36

The Result of Second Treatment in Experimental Class

Dias alenida lysandra R. → I don't see what you mean here.
 Bu 2 Iqbal Dhiyafahri Ramadhan can you make this sentence to be clear?

Iqbal dhiyafahri ramadhan. you can call him iqbal. He is a singer and artist. He has often played many films. One of the famous film is dilan. Many people watch dilan movie.

Iqbal was born on december 28, 1999 in Surabaya, Indonesia. His height is 170 cm. His father name herry hernawan. His mother name is rike damayanti. He is muslim. He always pray and reading an al-qur'an. He join a boy group. The group name is coboy junior. The member are: iqbal, Bastian, Aldi, kiki.

→ Did you check your sentence structure? For example the verb that is used in this text, word choice, subject. See if you can find mistakes.

Note: For oral feedback process, it can be seen on Appendix 33 in the second meeting for oral feedback on video 3, students 4.

$$\begin{array}{r}
 R_1 = C : 17 \\
 O : 17 \\
 V : 16 \\
 L : 16 \\
 M : 5 \\
 \hline
 71
 \end{array}$$

$$\begin{array}{r}
 R_2 = C : 17 \\
 O : 17 \\
 V : 16 \\
 L : 17 \\
 M : 5 \\
 \hline
 72
 \end{array}$$

Appendix 37

**The Result of Students' Re-writing in Second Treatment
in Experimental Class**

Dias Alfarida Iysandra E.

BU 2

Iqbal Dhiyafthri Ramadhan

He is iqbal dhiyafthri ramadhan. you can call him iqbal.
He is a singer and artist. He played many films one of the
famous film is dilan. Many people watched dilan movie.

Iqbal was born on december 28th 1999 in Surabaya, indonesia.
He height is 170 cm. His father's name is herry Hernawan. His mother
name is rike clamayuni. He is muslim. He always prays and reads
an al-qur'an. He ever join a boy band grove. The name
groves name is coboy Junior. The members are : Iqbal, bastian,
Aldi and leici

→ can you check again the spelling, verb, and sentence structure? I still
found some mistakes in your writing

$$\begin{array}{rcl}
 R_1: C & = & 17 \\
 O & = & 17 \\
 V & = & 16 \\
 L & = & 17 \\
 M & = & 5 \\
 \hline
 & & 72
 \end{array}$$

$$\begin{array}{rcl}
 R_2: C & : & 17 \\
 O & : & 17 \\
 V & : & 16 \\
 L & : & 17 \\
 M & : & 5 \\
 \hline
 & & 72
 \end{array}$$

Appendix 38

The Result of First Treatment in Control Class

Name : Rozita ilina

Class : 8 u1

9 mei 2019

My little elephant

My grandmother ^{ts}live in near way kambas. When I go to my grand mother house I often go to way kambas for ^{ting}see my friend. He is little elephant. he is very kind, friendly. and cute. I often give ^{ikan}he food. like fruit ^{ts}and vegetables. my elephant ^{has}long nose, big ears, skin grey. He ~~is~~ ^{ts}also like ^{ts}Swim in the river in way kambas.
 to/ swimming

$$\begin{array}{r}
 R_1 = C : 15 \\
 O : 15 \\
 V : 15 \\
 L : 16 \\
 M : 6 \\
 \hline
 67
 \end{array}$$

$$\begin{array}{r}
 R_2 : C : 15 \\
 O : 14 \\
 V : 16 \\
 L : 15 \\
 M : 6 \\
 \hline
 66
 \end{array}$$

Appendix 39

The Result of Second Treatment in Control Class

Ryan Sugali

801

13 mei 2019

Iqbal Ramadhan

Identification

Iqbal is a handsome artist in Indonesia. He was born on Desember 28th 1999. He has a good voice and he has a beautiful eyes eyes.

Iqbal have ^{has} many fans because he is very handsome. he live ^{ts} in Surabaya and now he live ^{ts} in Jakarta. many girls ^{ts} like Iqbal. he is actor, singer and many other. he is a rich people.

$$\begin{array}{r}
 R_1 = C : 16 \\
 O : 16 \\
 V : 16 \\
 L : 18 \\
 M : 5 \\
 \hline
 71 +
 \end{array}$$

$$\begin{array}{r}
 R_2 = e : 15 \\
 O : 16 \\
 V : 14 \\
 L : 18 \\
 M : 5 \\
 \hline
 68 +
 \end{array}$$

Appendix 40

The Result of Pre-Test in Experimental Class

Adam mullaqien

802

"My cat"

I have a cat. my cat has soft fur. My cat has a long tail. my cat has four Foot and many clow. My cat has beautiful eyes. My cat like play and fun. my cat like catch mouse in the kitchen. My cat favorite food is fish. my cat has sharp teeth, my cat like play ball and my cat like break in sofa in my living room. my cat also always Sleep together with me.

$$\begin{array}{r}
 R_1 = C : 15 \\
 O : 13 \\
 U : 14 \\
 L : 14 \\
 M : 5 \\
 \hline
 61 +
 \end{array}$$

$$\begin{array}{r}
 R_2 : P : 14 \\
 O : 12 \\
 V : 14 \\
 L : 14 \\
 M : 5 \\
 \hline
 59 +
 \end{array}$$

The Result of Pre-Test in Experimental Class

Name : Tahtia Syahita

Class : BU2

Ria Rici

Ria Rici is the popular youtuber. She has 12 million's subscribes ^{rs}.
 She has many squishys. She has many fans. She ~~have~~ ^{has} 2 sisters.
 Ria Rici has big house, has swimming pool, has trampoline, ~~have~~ many
 LOL Surprises, Squishy, Plimes. The bedroom is a pink colour and she like pink colour.
 She ~~have~~ many dolls in the bedroom. She ~~have~~ hyab product. The name is kHayra.
 She ~~have~~ many ~~things~~. She is very beautiful, funny, cute, fat, and tall. She ~~have~~ a fans.
 Her fans is The Ria Rici. She ~~have~~ 3 channel. She has a pointed nose. She has many
 things in Rici House.

$$\begin{array}{rcl}
 R_1 = & C & : 16 \\
 & O & : 14 \\
 & V & : 14 \\
 & L & : 15 \\
 & M & : 6 \\
 \hline
 & & 65
 \end{array}$$

$$\begin{array}{rcl}
 R_2 = & e & : 15 \\
 & o & : 15 \\
 & v & : 14 \\
 & l & : 14 \\
 & M & : 5 \\
 \hline
 & & 63
 \end{array}$$

Appendix 41

The Result of Pre-Test in Control Class

Qorrah khansa

VIII VI

8 mei 2019

Pia Pias

Her name is Pia Pias. She is most popular and she is the 1st person who has diamond play button in aria. She's ¹⁵ dei Sekiana dewi's youngest ^{er} sister. She has around 12 millions subscribe ⁺ she is always happy and kind person. She has a big horse which the horse is from her hard work.

She ever visited home of president. She is talented woman. She is moslem ~~islam~~ she ever playing ^{ed} a view movie, one of target. She is very funny and rich.

She ^{is} easy ^{to} cry.

$$\begin{array}{r}
 R_1: C : 15 \\
 O : 14 \\
 V : 14 \\
 L : 15 \\
 M : 6 \\
 \hline
 64
 \end{array}$$

$$\begin{array}{r}
 R_2: C : 15 \\
 O : 15 \\
 V : 15 \\
 L : 15 \\
 M : 6 \\
 \hline
 66
 \end{array}$$

The Result of Pre-Test in Control Class

yah Citra Patra . A. 8 U 1 8 May 2019

I have one cat my cat is very cut. My cat the colour is black and coklat.
The favorite food is fish and bone. The cat is like jumping-jumping
; like to play garden. It has two eyes. It has four foot. It has one
nose. It has a long herb moostache. It has two ear. It has Sharpclaw
has Smooth hair.

$$\begin{array}{r}
 R_1 = C : 14 \\
 O : 13 \\
 V : 13 \\
 L : 12 \\
 M : 4 \\
 \hline
 56
 \end{array}$$

$$\begin{array}{r}
 R_2 = C : 14 \\
 O : 15 \\
 V : 13 \\
 L : 12 \\
 M : 4 \\
 \hline
 58
 \end{array}$$

Appendix 42

The Result of Post-Test in Experimental Class

Janian syah rani
802

18 may 2019

My Rabbit

8

Describe about rabbit. I have rabbit at my house.

The name is Depa. She has two long ears. One nose. Four legs. one mouth. short tail, big body and big eyes. she is very cute. she has big two teeth. the color is white and black. she is mammals animals. she has soft fur at her body. she live^{ts} at my garden. my rabbit like^{ts} to eat^x vegetables. carrot fruit and another.

She has sharp nails. she like^{ts} to jump. she has long ears and even she can grow up to 12 cm. with her long ears, she could hear better and know the voices of ^{her} their predator when approaching. she is very friendly. Usually she like^{ts} my house. she likes in my room. she sleep^{ts} in my bed. she likes take a bath. she always take^{ts} a bath everyday. she has blue eyes. Very cute and beautiful but she likes eat^x my plants at my garden.

$$R_1 = \begin{array}{r} C : 19 \\ O : 18 \\ V : 19 \\ L : 19 \\ M : 19 \\ \hline 82 \end{array}$$

$$R_2 = \begin{array}{r} C : 19 \\ O : 18 \\ V : 19 \\ L : 7 \\ M : 19 \\ \hline 82 \end{array}$$

The Result of Post-Test in Experimental Class

Helanisya Kailah Putri
842
May 18th 2018

Atta Halilintar

Atta Halilintar is a famous content creator in youtube.
He is first child of Ben Halilintar family.
He got 15 Millions Subscriber on this youtube that makes him
become the top one youtuber in ASEAN.

He was born on November 20 1994 in Dumai, Riau.
he has some businesses such as cake Masa depan,
Atta Halilintar Habit (AHHA), AHHA Hijab, Medan Mulaka
id AHHA Publishing. His income reaches 10 millions each month.
His popular word is ASYIAP!!! that is very popular in
Indonesia. Children, teenager until adult often use it. His content
on youtube are vlogging, review, prank and the others.

$$\begin{array}{rcl}
 R_1: & C & : 19 \\
 & O & : 18 \\
 & V & : 19 \\
 & L & : 20 \\
 & M & : 7 \\
 \hline
 & & 83
 \end{array}$$

$$\begin{array}{rcl}
 R_2: & C & : 19 \\
 & O & : 18 \\
 & V & : 19 \\
 & L & : 19 \\
 & M & : 7 \\
 \hline
 & & 82
 \end{array}$$

Appendix 43

The Result of Post-Test in Control Class

Shafa Kurnia Rianti
841
14 May 2019

My RABBIT

There are so many animals in my house. There are cat, fish, bird, chicken, and rabbit. I have a rabbit. I called it Momo. I think Momo is cute name. Then I gave it to my only one rabbit.

Momo is the newest animal that I have in my house. It's very cute. I like when it starts playing or just jumping in the garden. How adorable is it? Really. Just first time you meet Momo, you will never want leaving it. It has really soft hair, two long ears, and rabbit tooth. That's very comic.

Momo's colours are white and black. Momo likes to sleeping in my sofa. I love when Momo ~~is~~ sleeping. It is very adorable. U w u. Why I can take care Momo? Momo come to my home first. But really, almost my pet is come to my home first. I never bought animal, except fish and bird.

Momo likes to eat carrot. The way that it eats it's food is very cute. Wait, I'm Confuss. I mean, the way that Momo eats it's food is very cute. Okay, now I don't Confuss again. Okay, I'm sorry. I think that's enough.

$$\begin{array}{r}
 R_1 = C : 19 \\
 O : 18 \\
 V : 19 \\
 M : 6 \\
 L : 20 \\
 \hline
 82
 \end{array}$$

$$\begin{array}{r}
 R_2 = C : 18 \\
 O : 18 \\
 V : 18 \\
 M : 6 \\
 L : 20 \\
 \hline
 80
 \end{array}$$

The Result of Post-Test in Control Class

San Nur Atala

V_{III} UI

Atta Halilintar

mei-2019

Atta Halilintar is a youtuber, Actor, Singer, Vlogger, Business.
He is Very famous in Southeast asia because his Subscribers.
His Subscribers is 15.000.000 Subscribers x that is Very many
Subscribers. that is Very many Subscribers in Southeast asia
and he is the first youtuber in Southeast asia, because
his Subscribers. He is businessman too. He has a famous
Shop that is Atta halilintar habit or usually we called
AHHA. He sells many things like clothes, shorts, Trousers, sock,
Shoes, Sweater and head band AHHA. He has characteristic
that is "ashidap", that is a phenomenal word if some people
say or hear that all people will be remember atto halilinto
because that is his characteristic.

$$\begin{array}{r}
 R_1 = C : 17 \\
 O : 16 \\
 V : 17 \\
 L : 17 \\
 M : 6 \\
 \hline
 73
 \end{array}$$

$$\begin{array}{r}
 R_2 = C : 18 \\
 O : 16 \\
 V : 17 \\
 L : 18 \\
 M : 6 \\
 \hline
 75
 \end{array}$$

Appendix 44

DOCUMENTATION OF THE RESEARCH



The researcher is giving explanation about descriptive text in experimental class



The researcher is giving explanation about descriptive text in control class



The students in control class are writing for pre-test



The students in experimental class are writing for pre-test



The students in control class are writing for post-test



The students in experimental class are writing for post-test



The researcher is giving oral feedback to the students in experimental class (first treatment)



The researcher is giving oral feedback to the students in experimental class (second treatment)



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURURAN
Alamat : Jl. Let. Kol. H. Endro Suratmih Sukarame 1 Bandar Lampung ☎ (0721) 703260

Nomor : B-5010 Un.16/DT/TL.01/05/2019
Sifat : Penting
Lampiran : -
Perihal : Permohonan Mengadakan Penelitian

Bandar Lampung, 3 Mei 2019

Kepada

Yth. Kepala MTs Negeri 2
Bandar Lampung

di
Tempat

Assalamu'alaikum Wr. Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Riani Faniyanti
NPM : 1511040319
Semester/T.A : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The influence of using Teacher written and oral feedback towards students' descriptive writing ability at the eighth grade students of MTs Negeri 2 Bandar Lampung in 2018/2019 Academic Year

Akan mengadakan penelitian di MTs Negeri 2 Bandar Lampung, Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 8 Mei 2019 sampai dengan 8 Juni 2019.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. H. Chairul Anwar, M.Pd.
NIP. 19560810 198703 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA BANDAR LAMPUNG

MADRASAH TSANAWIYAH NEGERI 2

Jl. Pulau Pisang No. 20 Korpri Raya Sukarame Telp. (0721) 780135

Website: mtsn2blampung.sch.id

Nomor : 363 /MTs.08.02/TL.01/05/2019

9 Mei 2019

Sifat : Biasa

Lampiran : -

Perihal : **Izin Penelitian**

MN

Yth.

Dekan Fakultas Tarbiyah dan Keguruan

UIN Raden Intan Lampung

di-

Bandar Lampung

Assalamu'alaikum. Wr. Wb.

Memperhatikan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung Nomor : B-5818/Un.16/DT/TL.01/05/2019 tanggal 08 Mei 2019 perihal izin melaksanakan Penelitian, maka kepala MTsN 2 Bandar Lampung memberikan izin kepada :

Nama : Riani Faniyanti

NPM : 1511040319

Semester : VIII (delapan)

Fakultas : Tarbiyah dan Keguruan

Program Studi: Pendidikan Bahasa Inggris

Judul Skripsi : *THE INFLUENCE OF USING TEACHER WRITTEN AND ORAL FEEDBACK TOWARDS STUDENTS' DESCRIPTIVE WRITING ABILITY AT THE EIGHTH GRADE STUDENTS OF MTs.NEGERI 2 BANDAR LAMPUNG IN 2018/2019 ACADEMIC YEAR*

Untuk mengadakan Penelitian di MTsN 2 Bandar Lampung, selama kegiatan tersebut tidak mengganggu proses belajar mengajar.

Demikian untuk dimaklumi, terima terimakasih.

Wassalamu'alaikum Wr.Wb.

Kepala

TARMADI